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ABSTRACT

This teacher's guide is designed for use by postsecondary child development instructors in programs that prepare students to be child caregivers or directors. Materials are developed for use in courses that have both a lecture and a laboratory. The instructor's guide is organized in five units covering the following topics: social influences on children and families; cultural influences on children and families; family dynamics; children and families in change; and the family in the community. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters are included for reproduction for classroom use. The instructor's guide also contains guidelines for student laboratory experiences as well as guidelines for evaluating students, for working with students with special needs, and for determining readability using the Fog index. A glossary, answer keys, and a bibliography of all references noted in the units with publishers' addresses complete the guide. (KC)

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Children, Families, and Society

Instructor's Guide

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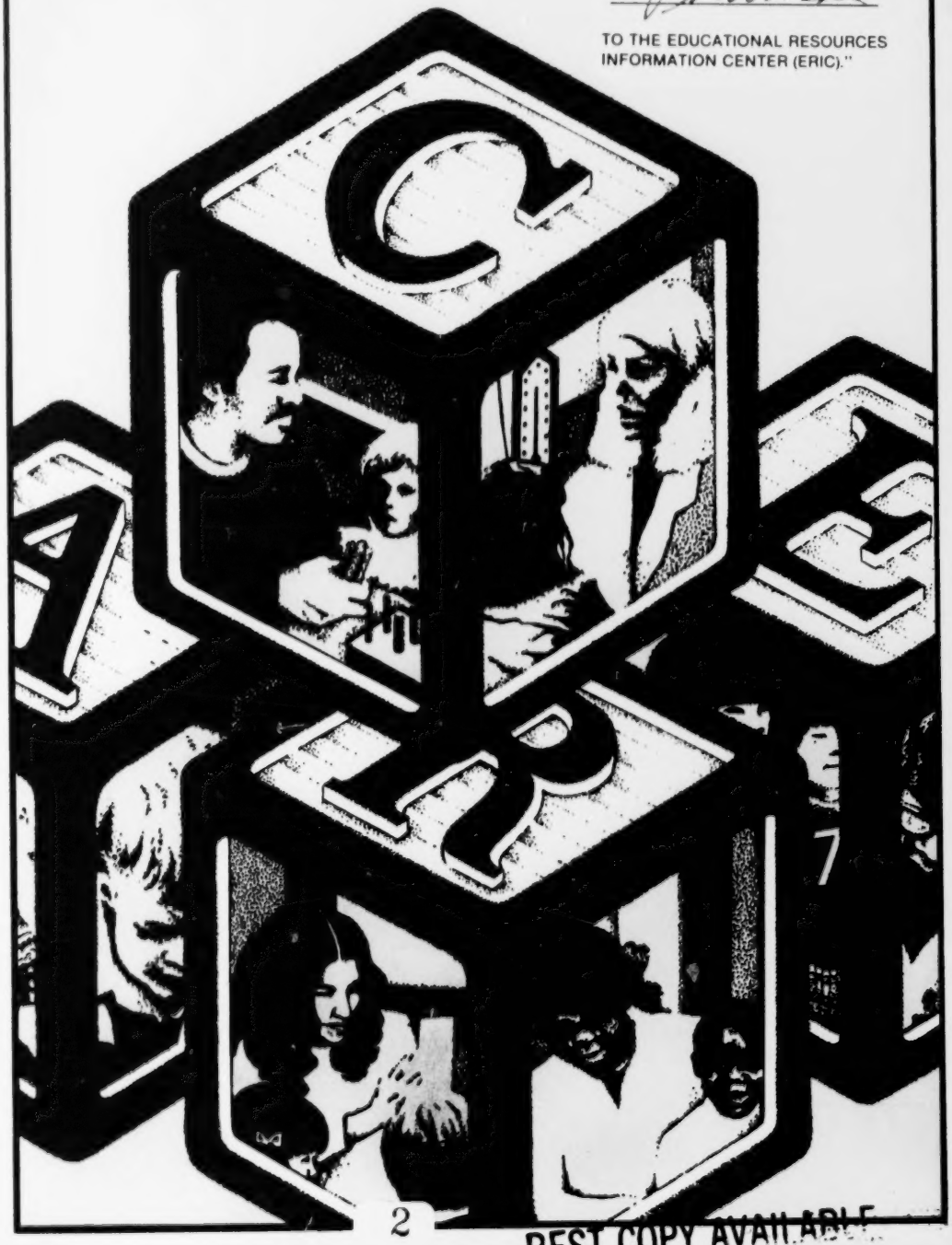

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Division of Post-Secondary Programs
Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

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Children, Families, and Society

Instructor's Guide

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Introduction

Children, Families, and Society is designed for use by post-secondary child development instructors in programs which prepare students to be child caregivers* or directors. The *Instructor's Guide* and *Student Laboratory Manual* are valuable tools for instructors of courses on child development. The materials are most effective in courses which have both a lecture and laboratory (lab).

Carefully selected textbooks and access to a quality child care program are essential for effective utilization of the materials. The materials coordinate effectively with most textbooks on young children. (See the Bibliography for possible textbooks.) To receive maximum benefit from the lab experiences in the *Student Laboratory Manual*, students must be able to both observe children and participate in their care. Centers selected for student use should meet or exceed state licensing standards.

Descriptions of the organization of the *Instructor's Guide* and *Student Laboratory Manual*, suggestions on how to use the materials, and guidelines on coordinating student lab work are summarized below.

ORGANIZATION OF THE INSTRUCTOR'S GUIDE

The *Instructor's Guide* is organized into five units. At the beginning of each unit Performance Objectives and References are listed. Suggested Classroom Learning Experiences provide instructors with teaching strategies to help students achieve the objectives. The Unit Test includes multiple-choice and essay questions. Transparency and Handout Masters, which follow Unit V, may be reproduced as needed for classroom use. Transparencies begin on page 69 and Handouts on page 85. The *Instructor's Guide* also contains a Glossary, Answer Keys, and Bibliography. The Bibliography at the back of the guide includes all references noted in the units.

*The term *child caregiver* as used in this manual refers to any individual regardless of job title, who has responsibility for the direct care of children in a group child care setting.

ORGANIZATION OF THE STUDENT LABORATORY MANUAL

The *Student Laboratory Manual* is designed as a laboratory experience guide and workbook, written at a tenth-grade reading level. The format permits students to answer questions and make notes directly in the manual. Instructors should become thoroughly acquainted with the content of the student manual in order to work effectively with students in planning their lab experiences.

The student manual is organized into five units which correspond with the units in the *Instructor's Guide*. Each unit begins with Performance Objectives. The objectives correspond with the unit objectives in the *Instructor's Guide*. The Overview introduces basic concepts related to the unit topic. Suggested readings for in-depth study are given at the end of the Overview.

Lab experiences in each unit include both observation and participation assignments. The learning objectives for each experience will help students achieve one or more of the Performance Objectives. Self Evaluation and Participation Evaluation forms are included for the instructor's use in evaluating a student's performance in the lab. Other components of the *Student Laboratory Manual* include Guidelines for Successful Lab Experiences, Glossary, and Bibliography.

USING THE MATERIALS

The *Instructor's Guide* can assist instructors in providing learning experiences for students in the classroom. Post-secondary students are characterized by a wide range of ages, educational backgrounds, work experiences, academic abilities, and reading levels. Instructors should keep these characteristics in mind when selecting teaching strategies from the *Instructor's Guide*. Teaching strategies include group discussions, posters, charts, games, lectures, role playing, felt boards, and others. Reading materials provided for students should accommodate various reading abilities.

An important point to remember about the *Instructor's Guide* and the *Student Laboratory Manual* is that they are not self-contained. To prepare for classes, instructors will need to refer to the references listed at the beginning of each unit. Students must study additional references in-depth in order to achieve the objectives. The instructor should assign appropriate readings for each unit topic. Assignments might be made from the references suggested at the end of the Overview or from other references selected by the instructor.

The instructor should prepare the overall course outline before the class meets at the beginning of the semester or quarter. The units may be covered in any order. The instructor can vary the number of classes devoted to each unit depending on the instructor's preferences and the amount of time available.

GUIDELINES ON COORDINATING STUDENT LAB ASSIGNMENTS

Coordination of student's lab experiences is a challenging task for the instructor. Although post-secondary programs vary in their arrangements for student laboratory experiences, the following general guidelines should be helpful.

Several lab experiences are suggested in each unit of the *Student Laboratory Manual.* The instructor and student can decide which activities are most appropriate for that student. Some students may be able to complete most of the lab experiences. Other students may be able to complete only a limited number. Both the number of lab hours required for the course and students' abilities influence the number of experiences assigned.

Observation experiences can be scheduled at almost any time if the child care center has an observation booth. If there is no observation booth, no more than two students should be permitted to observe in each room at one time.

Participation experiences are more difficult to schedule than observation experiences. The instructor should remind students that regular daily routines of the children should not be disrupted. Students must plan their participation activities according to the general pattern of activities at the child care center. Avoid scheduling several students to do the same participation lab activity with one group of children.

Most lab experiences presented in the *Student Laboratory Manual* require 30 to 60 minutes, depending on whether the student is participating or observing. Time for making preparations, becoming accustomed to the children, and interacting with the children should be considered.

The instructor and student must work closely with the children's caregiver in planning and carrying out each lab experience. The caregivers should be involved in the scheduling of all student visits.

Some students will already be working as caregivers in a child care center. It may be appropriate and convenient for these students to carry out lab experiences in their own centers. The center's director should assist in planning the student's schedule to minimize disruptions of the center's activities.

Charts, wall calendars, or special notebooks might be used to keep a master schedule of all lab work. This would ensure that the instructor is aware of when and where students are observing or participating in lab experiences.

Coordinating the lab experiences with class meetings may not be possible in some situations. However, when classroom learning experiences and lab assignments are coordinated, students will benefit from combining theory and practical application.

Guidelines for Evaluating Students

Student caregivers can be evaluated in terms of knowledge, psychomotor skills, and affective behaviors. When based on course objectives, evaluation provides useful information for both students and instructors. Evaluation provides students with feedback about their performance and usually a grade. Evaluation provides the instructor with information about the effectiveness of teaching strategies used in the course.

The Performance Objectives in each unit of *Principles and Theories of Child Development* identify specific behaviors the student should exhibit at the end of the instructional unit. These objectives can be used as a basis for developing evaluation instruments.

Performance objectives normally consist of three parts: (1) the specific behavior to be achieved, (2) the conditions under which the behavior is to be performed, and (3) the criteria for measuring achievement of the objective. The performance objectives used in these materials are statements of the specific behaviors to be achieved by the student. This allows instructors the freedom to decide which conditions and evaluation criteria are appropriate for their teaching situations. For example, one objective states that the student will, "Explain the importance of screening to identify children who may have special needs." Instructors should inform the students of the conditions and evaluation criteria. The objective in a complete form might be, "After completing assigned readings write a one-page summary explaining the importance of screening to identify children who may have special needs."

The materials include several components which will assist the instructors in evaluating students' knowledge, skills, and attitudes. However, instructors are encouraged to develop evaluation methods which best meet the needs of students enrolled in the course.

EVALUATION OF KNOWLEDGE

The unit test at the end of each unit in the *Instructor's Guide* can be duplicated for all students. Answers to each unit's multiple-choice questions are at the end of the *Instructor's Guide*. The essay questions for each unit can be evaluated according to the instructor's criteria. The instructor may want to specify the criteria to the students before the test is administered.

EVALUATION OF SKILLS

Student performance in the child care setting can be evaluated with the Participation Evaluation forms included in the *Student Laboratory Manual*. A form is provided in each unit. The instructor can decide how many times to observe each student. Before the student is observed, the instructor and student should have a planning conference. During the conference the student and instructor may go over the Participation Evaluation form. The instructor may fill in the specific behaviors to be observed during the participation experience. After the instructor observes the student, a follow-up evaluation conference provides an opportunity for the instructor to give feedback to the student. The evaluation conference is more effective when held as soon as possible following the participation experience observed.

Students are also provided with a self-evaluation check list at the end of units with participation experiences. This form can be used by students to evaluate their own performance.

AFFECTIVE EVALUATION

Affective evaluation involves examining student's attitudes or feelings. Attitudes are reflective of the student's system of values or beliefs. As students strive to achieve the performance objectives, they are also forming attitudes about caregiving. In the classroom and lab, students display their attitudes in different ways. For example, they show interest, enthusiasm, commitment, diligence, patience, and many other attitudes.

If attitudes are to be evaluated in the course, students should be provided with a list of affective performance objectives. For example, students might be asked to "be aware of the feelings of parents when consulting with them about their child's development" or to "demonstrate a patient attitude toward a child with a slow learning style."

These materials do not include specific affective performance objectives. Instructors may decide which attitudes are appropriate to encourage in their students. However, several elements of the materials are useful for examining students' affective performance: case studies, role playing, essay questions, conferences with the student, and rating scales.

Evaluation of the student's caregiving abilities should include evaluation of knowledge, pyschomotor skills, and attitudes. In whatever ways the instructor chooses to evaluate student performance, the specific requirements of the course and the evaluation criteria should be stated clearly to the students at the beginning of the course.

Students with Special Learning Needs

Community and junior colleges have traditionally offered educational opportunities to students with a wide variety of interests, needs, and abilities. Instructors are encouraged to meet the special learning needs of these students through individualized instruction and learning. Through individualized instruction and learning instructors can provide for all students without labeling special needs students and making them conspicuous within the group.

Students with special learning needs in the community or junior college might have some of the following characteristics:

- Limited English proficiency
- Underdeveloped reading skills
- Underdeveloped writing skills
- Underdeveloped study skills
- Physically handicapping condition
- Speech or language disability
- Audio learner
- Visual learner
- Kinesthetic learner
- Gifted or talented learner

While most community and junior colleges offer special services and resources to students with these and other special learning needs, classroom instructors must find ways to promote learning by working with each student's abilities.

Both the *Student Laboratory Manual* and the *Instructor's Guide* can assist instructors in providing individualized instruction and learning. Because the performance objectives are written with only the behavioral elements listed at the beginning of each unit, instructors can determine conditions and evaluation criteria for each individual student.

The *Student Laboratory Manual* features units with a variety of lab experiences. Students are exposed to the real world of child care and given the opportunity to participate. Hands-on experiences are highly effective with most special needs students because such students learn best by doing. Instructors and students can select experiences which will best meet the needs and match the learning abilities of the students. Instructors should feel free to modify learning objectives or create new labs to accommodate students.

The *Instructor's Guide* also features a variety of suggested classroom learning experiences. Some experiences are basic and simple, others are more challenging. Instructors can assign to students those activities which best meet their needs and match their learning abilities.

Instructors may find some of the following tips useful in serving students with special learning needs:

- Identify students' learning abilities and styles at the beginning of the course.
- Identify students' interests and needs at the beginning of the course. A simple questionnaire will give students an opportunity to provide information which will help you meet their learning needs.
- Work with each student individually to identify learning goals, objectives, experiences, and evaluation criteria.
- Check the reading level of the printed matter you plan to use. This can be done by using one of the simple readability formulas. Details on how to use the Fog Index follow this section.
- Use textbooks or media in a student's dominant language.
- Adapt the reading level of written materials by rewriting important sections at a lower reading level. Advanced students might do this, and in doing so, consolidate the materials in their own minds.
- Provide the option of oral rather than written tests.
- Have students maintain a vocabulary list of terms associated with your course.
- Review often key concepts, points to remember, directions, etc.
- Encourage students to ask questions when they do not understand. Check students' understanding by asking them to repeat back in their own words key concepts, points to remember, directions, etc.
- Break information down into small steps when possible. Identify the elements which compose a concept or skill. Provide step-by-step instruction.
- Involve more than one sense in a learning activity.
- Have students work in pairs or groups, matching students for maximum learning potential.
- Use learning centers so that students may select centers which best meet their needs. Vary the level of challenge among the centers.
- Provide plenty of time for students to complete assignments or classroom learning experiences. Have optional activities available for students who complete their work before others.

Determining Readability with the Fog Index

Robert Gunning, in *The Techniques of Clear Writing*[1], established a readability yardstick known as the Fog Index. Using this readability formula helps instructors determine the reading level of printed matter to be used by students. To find the reading level of textbooks, handouts, or other printed matter, follow these steps:

STEP 1. Count the number of words in successive sentences, stopping with the sentence that ends closest to a 100-word count. Divide the number of words by the number of sentences to determine the average sentence length of the passage. (If the piece is long, it is wise to analyze several 100-word passages, spaced evenly throughout the work.)

STEP 2. In the 100-word sample, count the number of words containing three or more syllables. These are considered difficult words. Do not count proper names, combinations of short words (like bookkeeper or chairperson), or verb forms made three syllables by the addition of suffixes such as -ing, -ed, or -es (like trespasses). Figure the percentage of difficult words by dividing the number of words in the passage into the number of difficult words.

STEP 3. Add the average sentence length and the percentage of difficult words and multiply this figure by 0.4. The resulting number is the Fog Index or approximate reading grade level of the passage. A Fog Index of 13, 14, 15, 16, and 17 represent college freshman, sophomore, junior, senior, and graduate respectively.

EXAMPLE

According to the Fog Index, the following passage is approximately 10th grade reading level.

> The thinking which occurs before action is taken is one way to define planning. Planning comes first. Planning involves decisions about what goals and objectives should be set and how the organization will go about

[1] Gunning, Robert. *The Technique of Clear Writing*. New York: McGraw-Hill, 1968.

achieving these goals and objectives. Another way to describe planning is that it answers the questions: what, when, where, how, and by whom? Establishing or becoming aware of goals and objectives is the first step in planning. Goals are general statements that tell where the organization hopes to be at some point in the future. Goals are sometimes considered a finishing point.

STEP 1. $\frac{97 \text{ (number of words in passage)}}{7 \text{ (number of sentences)}}$

= 13.9 average number of words per sentence

STEP 2. $\frac{10 \text{ (number of difficult words)}}{97 \text{ (number of words in passage)}}$

= 10.3% difficult words

STEP 3. (13.9 + 10.3) x 0.4 = 9.7 Fog Index or approximately 10th grade reading level

Performance Objectives

Social Influences on Children and Families Unit I

Social Systems

- Identify the basic social institutions.
- Explain the relationships among children, families, and other social institutions.

The Family Institution

- Describe the functions of the family institution.
- Examine variations in families.
- Define family.

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AUDIOVISUALS

Cross-cultural Development of Sex Roles and Social Standards
Day Care for a Kibbutz Toddler
The Effects of Social-Cultural Forces on Family Life
Families: Forms & Styles
The Family
The Family: Life Styles of the Future
The Family Today
Four Families
Today's Family: A Changing Concept

NOTE: Complete citations can be found in the Bibliography at the end of this guide.

Suggested Classroom Experiences

Social Systems

OBJECTIVE

Identify the basic social institutions.

BRAINSTORM: Have students brainstorm as many cultural norms found in our society as possible. KEY QUESTIONS: How might these norms be different in other cultures? Which of these norms affect children? How?

REPORT: Ask students to break some norm of our culture. (Example: Wear their clothes inside out, ride an elevator facing the people and talking, eat spaghetti with their fingers, get too close to people while talking to them, etc. Stress that they are *not* to break a norm that is also a law.) Instruct them to notice the reactions of others and write a report on their feelings about these reactions to their behavior. KEY QUESTION: How do people try to get us to conform to society's norms?

CHART: Ask each student to create a chart which lists the statuses which he or she holds. Think about the family (sister, aunt) government (votes, tax payer), education (student, teacher), religion (Methodist, deacon, athiest) and the economy (employee, consumer.) KEY QUESTION: How are our lives tied to the basic social institutions?

HANDOUT: Using Handout 1 (Basic Social Institutions), ask students to list some norms, statuses and roles associated with each institution in our society. KEY QUESTION: How are children in our society affected by the norms of each institution?

TRANSPARENCY: Using Transparency 1 (A Child's Universe), discuss how children widen their relationships as they mature. First they learn about themselves, then about their families, then about the community, and then about the society in general. KEY QUESTION: How can adults help children learn about each level?

FILM: Show the film entitled "Dramatic Play: An Integration Process." Discuss how children use dramatic play in the socialization process.

SMALL GROUPS: PART I: Break the class into five groups, assigning each group one major social institution: family, government, economy, education, religion. Ask each

group to list the statuses and roles associated with the assigned institution.

PART II: Have the family group to present their list to the other groups. Ask the class to show how the family roles interface with the roles from the other institutions. For example: Family and education interface at PTA meetings, high school graduation, etc. Family and religions interface at mealtime prayers, family death, christenings, etc. KEY QUESTION: What evidence is there that the family is the most basic institution?

HANDOUT: Using Handout 1 (Basic Social Institutions), ask students to list some norms, statuses and roles associated with each institution in our society. KEY QUESTION: How are children affected in our society by the norms of each social institution?

OBJECTIVE

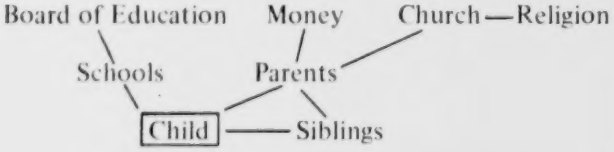
Explain the relationship among children, families, and other social institutions.

SCENARIO ANALYSIS: Read the following scenario aloud. Then ask students to voice all possible reasons for the child's actions (e.g., peer pressure, attention, need, etc.)

The four year old group is playing outside. Johnny asks the teacher's permission to go into the building to use the restoom. On his way to the restroom he stops in a classroom and steals money from a teacher's purse.

KEY QUESTION: What factors from society or a child's family might influence that child's behavior?

RELATIONSHIP WEB: Ask students to create a relationship web of influences on chilren. Emphasize the far reaching influences (governmental) as well as those closer to home (family rules.) Example:



KEY QUESTION: How do different social influences affect children?

ILLUSTRATIONS: Have students create a graphic visual which illustrates the relationship between children, families, and the institutions of society. Ask each student to explain the drawing. Arrange a display of the illustrations. KEY QUESTION: What relationships exist between children, families, and society?

The Family Institution

OBJECTIVE

Describe the functions of the family institution.

CLASS MURAL: Create a class mural depicting various family functions. Show how each function has changed over time. Depict increases, decreases, or stability in importance of the function. KEY QUESTION: What does the increase (or decrease) of the function indicate about the family?

MATCHING GAME: Prepare index cards containing a description of a family function (e.g., Mr. Thompson removed all household cleaning materials from the lower cupboards to prevent his toddler from getting into harmful chemicals; Mrs. Schwartz left her daughter at the child care center and went to work at the bank; etc.) Distribute the cards to the students and have students group cards describing similar family functions under an appropriate heading (e.g., economic security, protection, etc.) KEY QUESTION: How do individual families provide the functions of the family as an institution?

HANDOUT: Using Handout 2 (Functions of Families), have students list some specific tasks that meet each function. KEY QUESTION: How do families provide the family function?

OBJECTIVE

Examine variations in families.

TELEVISION REPORTS: Assign each student a particular television program that depicts family life. Have each student view at least one episode of the program and prepare a report detailing what type of family or families were depicted. KEY QUESTIONS: What are the relationships depicted in the show? How similar are the families portrayed to families in real life? To what extent does the show viewed depict the influence of other adults on the family?

SURVEY: Conduct a survey asking people to list the characteristics of the following roles: father, mother, older sibling, younger sibling, grandmother, grandfather, aunt, uncle. Remove the words that identify the people and list only the role characteristics collected. Have the class identify each role by the characteristics given. Discuss reasons for incorrect guesses. KEY QUESTIONS: What are role expectations? How can conflicts develop when individuals or groups view their roles differently from those with whom they interact?

SMALL GROUPS: Divide the class into "families". Each family can decide on its own makeup and the kind of family it will represent. Each member chooses a specific role (mother, grandfather, etc.,) and negotiates with the rest of the family the expectations associated with that role. KEY QUESTION: What roles do individual family members play?

REPORTS: Assign students to do research reports on the different forms of marriage. Each student can pick a different culture or group on which to report. (Forms include monogamy, serial monogamy, polyandry, polygyny, and group marriage.) KEY QUESTION: What types of childrearing practices are found within different types of marriages?

OBJECTIVE

Define family.

TRANSPARENCY: Using transparency 2 (Defining Family), ask students to complete the following phrase. "A family is. . . ." List the definitions on the transprency. Discuss these definitions in light of the different types of families. KEY QUESTION: Will all families fit these definitions? Divide the class into groups to write a definition which would be broad enough to include all families in our society.

TRANSPARENCY: Show transparency 3 (Variations in Families). List characteristics of each family type identified. KEY QUESTION: What kinds of variations are possible in each of these types of families?

LISTING: Have students list descriptions of households. For example: Two parents and their teenage daughter, a single mother and her adopted son, an elderly couple, a divorced father living alone, college roommates, etc. Ask students to identify common factors that describe all of these groups. Write the United States Census Bureau definition of family on the board "a group of people living together who are related by blood, marriage, and/or adoption" and ask students to examine the list keeping in mind this definition. KEY QUESTION: Which households are considered families according to the U.S. Census Bureau? Do the students think any of the other households should be considered families? Why or why not?

RESEARCH: Ask each student to investigate various definitions for the term family. Stress searching in unusual places for the definition (not simply dictionary definitions.) Have students share the definitions with the class. KEY QUESTION: What criterion is important in determining what constitutes a family?

PICTURE DEFINITIONS: Use magazine pictures to create family groupings that illustrate different types of families (e.g., single parent with small children, family with step-parent, extended family, etc.) Mount on posterboard and have students guess the relationship represented by each picture. KEY QUESTION: Why is it important for childcare givers to be aware of the family type of children?

HANDOUT: Show Handout 3 (Single Parenting). Discuss the problems listed and possible solutions for each problem. Ask the students to list some possible advantages for parents and children in single parent households. KEY QUESTION: How does living in a single-parent family affect children?

Social Influences on Children and Families Unit I Test

DIRECTIONS:

For items 1-16 select the letter of the phrase which best completes the statement. Choose only one answer for each item.

1. _____ A group of people who live in a certain geographical area and who have a common heritage is called a
   A. state.
   B. society.
   C. culture.
   D. institution.

2. _____ The heritage and way of life of a group of people are its
   A. roles.
   B. institutions.
   C. socialization process.
   D. culture.

3. _____ Successful social interactions in any society depend on whether or not the people involved
   A. have good personalities.
   B. are moral people.
   C. share similar expectations.
   D. are intelligent.

4. _____ Expectations shared by members of a society are called
   A. norms.
   B. religion.
   C. values.
   D. attitudes.

5. _____ A "daughter" is an example of a(n)
   A. norm.
   B. role.
   C. status.
   D. institution.

6. _____ For parents, the act of taking care of their children is called a
   A. role.
   B. sanction.
   C. status.
   D. structure.

7. _____ A system of statuses and roles organized around an activity important to society is called a
   A. norm.
   B. culture.
   C. social function.
   D. social institution.

8. _____ The basic function of the family is to
   A. allow legitimate transfer of power.
   B. produce new society members and socialize them into the society.
   C. give meaning to life.
   D. allow the orderly production and distribution of goods and services.

9. _____ Because the institutions of a society are interrelated,
   A. change in one causes changes in others.
   B. it is difficult for change to be positive.
   C. change is impossible.
   D. changes harm a society.

10. _____ Of the following the one that is not a social institution is
   A. family.
   B. government.
   C. county hospital.
   D. religion.

11. _____ The family institution is a(n)
   A. system of statuses and roles which determine who has legitimate power in a society.
   B. system of statuses and roles which brings new members into the society.
   C. "average" of all individual families.
   D. part of society which determines who produces and consumes goods and services.

12. _____ When people in a society change their expectations about who makes up families and what families are suppose to do, we can say that
   A. the family institution is dying.
   B. there is a crisis in that society.
   C. individuals will have no problem adjusting to different expectations.
   D. the family institution is changing.

13. _____ In our society, children learn to expect to have a marriage based on
   A. polygamy.
   B. polyandry.
   C. monogamy.
   D. polygyny.

14. _____ Children from interracial marriages may suffer because
A. their parents would not obey the norms of society.
B. other people are unkind to them in order to show disapproval of their parents not obeying the norms of society.
C. their parents acted immorally.
D. they do not obey the norms of society.

15. _____ Children can grow up happy and healthy
A. with a wide variety of childrearing practices.
B. in a wide variety of family structures.
C. in a wide variety of cultures.
D. All of the above.

16. _____ A family is
A. a mother, father, and children.
B. a nuclear family plus extended family members to third cousins.
C. a group of people who live together.
D. an expectation we have about what families are supposed to be.

DIRECTIONS:
For items 17-18, write a short essay.

17. In our society, how are expectations changing about the family's form and functions? Discuss the effects those changes might have on children.

18. Discuss the difficulties in defining the term "family." How do children learn what a family is?

Performance Objectives

Cultural Influences on Children and Families Unit II

Cultural Dynamics

- Describe ways in which children acquire culture.
- Examine the development of majority-minority group processes.
- Explore the movement toward cultural pluralism in our society.

Cultural Variations

- Demonstrate an awareness of and respect for racial, ethnic, and religious diversity in families.
- Examine the effects of socioeconomic differences on children and families.

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GENERAL REFERENCES

See Unit I.

AUDIOVISUALS

Cultural Influences on Food Choices
Differences
Different People– Different Values
Eye of the Storm
Impressions of Prejudice
Learning Begins at Home
The Minority Child: With Pride to Progress
Navajo Girl
Our Language, Our Culture, Ourselves
Play and Cultural Continuity
What's the Difference Being Different?

NOTE: Complete citations can be found in the Bibliography at the end of this guide.

Suggested Classroom Experiences

Cultural Dynamics

OBJECTIVE

Describe ways in which children acquire culture.

TRANSPARENCY: Show transparency 4 (Agents of Socialization.) Discuss the ways each of these agents pass cultural norms on to children. Ask them to identify other agents. KEY QUESTION: How does a child acquire the norms necessary to live in a society?

DISCUSSION: Have students write down all the ways their family's ethnic, religious, or racial membership has affected their diet, their attitudes, their values, or any other aspect of their lives. Compare the lists. KEY QUESTIONS: How do cultural norms affect a family? How are these norms transmitted to children?

GUEST SPEAKER: Invite someone from a specific cultural group to visit the class and give a talk on the culture. Encourage the guest to bring any pictures, food, costumes, souvenirs, objects, etc. which would help to explain the culture. KEY QUESTION: Why it is important to be aware of one's culture?

MEDIA REPORTS: Assign the class to read a current magazine or newspaper article or watch a television program which depicts a culture different from their own. Ask them to prepare a lesson plan for introducing this culture to young children. KEY QUESTION: How can children learn about cultures other than their own?

HANDOUT: Ask students to complete the wordsearch puzzle in Handout 4 (Culture's Gifts.) After students have found the words from the word list, ask them to investigate the origin of each term in the list. (e.g., abacus came from China, bicycle came from France, etc see encyclopedias.) Discuss other contributions from other cultures that have become part of our society. KEY QUESTION: What have different ethnic and religious groups contributed to north American culture?

BULLETIN BOARD: Design a bulletin board with pictures portraying different customs and traditions. Emphasize different ways holidays and other special events are celebrated within various cultures. KEY QUESTION: Why is knowledge of cultural customs and traditions important to people who work with children?

CULTURAL EVENT: Arrange for the class to attend a cultural event or participate in a cultural tradition in the community. Discuss the history of the event or tradition. Ask each student to evaluate their experiences. KEY QUESTION: How do cultural events instill pride in one's cultural heritage?

CULTURAL FAIR: Create a cultural fair within the class by assigning groups various cultures to research. Have them prepare a display. Plan a sharing day when all displays will be presented. Encourage students, if possible, to wear costumes and prepare food representative of their assigned culture. KEY QUESTION: How can caregivers be encouraged to learn more about other cultures?

OBJECTIVE

Examine the development of majority-minority group processes.

CLASS ACTIVITY: Dividing the class into groups based on eye color or hair color, arbitrarily choose which group is to be treated as a minority group. Proceeding with regular, class activities, show prejudice toward the "minority" group by making disparaging remarks about them, stereotyping them, etc. Act upon these prejudices by discriminating against the "minority" group in grading, class activities, etc. Encourage "majority" students to discriminate against the "minority", too. Show preferential treatment toward "majority" group members. At the next class, switch designations of majority and minority groups, repeating the same process. At the third class period, discuss the emotions and behaviors elicited by being a member of each group. KEY QUESTIONS: How might children feel and behave when they are targets of prejudices and discrimination? How might they feel and behave when encouraged to be prejudiced and to discriminate against other children?

ROLE PLAY: Divide the class into two groups according to eye color, or hair color. Assign adult and children roles to each group. Identify which group is the majority and which group is the minority. Help the groups to role play episodes of prejudice and discrimination. After each episode, discuss how the children might be affected by prejudice and discrimination directly and indirectly through their families. KEY QUESTIONS: What are the effects of using physical traits to determine which people are the targets of prejudice and discrimination.

TRANSPARENCY: Using transparency 5 (Effects of Prejudice and Discrimination), introduce the research done on self-rejection in minority group children and discuss these in terms of self-fulfilling prophecy. For example: Radke and Trager (1950) found that black children preferred to play with white dolls. Later studies (Zirkel, 1971; Simmons et.al., 1978) found that black children no longer displayed this evidence of self-rejection. Discuss how these changes in findings indicate a movement in society toward greater acceptance of racial differences. Ask the students to suggest reasons for this change (e.g., changes in the laws during the 1960's, Afro-American studies, emphasis in black communi-

ties or racial pride, etc.) KEY QUESTIONS: What other groups of children might experience self-rejection due to prejudice and discrimination? How can evidence of the self-fulfilling prophecy be seen in these studies? What can adults do to help children who have learned self-hatred and self-rejection. (Citations for these studies are in the reference section for instructors.)

PANEL DISCUSSION: Arrange for a panel of adults from various cultures in the community to discuss their family traditions. Ask the panel members to describe any American traditions they have adopted into their family's lifestyle and any customs and traditions they have retained from their culture of origin. KEY QUESTION: What evidence is there that subcultures in our society have accommodated to, or have assimilated with, the larger culture?

HANDOUT: Using handout 5 (Learning Prejudice and Discrimination) present a lesson on how children learn from their parents to be ethnocentric. Discuss other ways in which children learn to be intolerant of people who are different from themselves. Ask the students to list groups of children who might be targets of prejudice and discrimination (example: children from different religious, racial or ethnic backgrounds, physically handicapped children, obese children, disadvantaged children, etc.) KEY QUESTION: How can adults who work with children foster acceptance of people who are different?

TRANSPARENCY: Using transparency 6 (Majority-Minority Group Processes), give examples of each type of process in our cultural history. Discuss how each process might affect children and their self-concept development. KEY QUESTION: How has our society moved toward accepting cultural differences in children?

OBJECTIVE

Explore the movement toward cultural pluralism in our society.

RESEARCH REPORTS: Identify countries where different cultural groups exist with equal status in the various social institutions - government, education, economy, etc. (Example: Switzerland and Tanzania.) Have students research education and childcare in those countries and report back to the class. KEY QUESTION: In pluralistic societies, how are all cultural backgrounds fostered by those who work with children?

SMALL GROUPS: Divide the class into small groups. Ask them to develop ways in which positive attitudes toward cultural pluralism can be fostered among young children. KEY QUESTION: How can young children be encouraged to respect group differences?

JOURNAL: Ask students to keep a three day journal of examples of how our society does *not* foster cultural pluralism. Students should indicate ways people from other cultures are expected to accommodate to a white, Anglo-Saxon Protestant cultural society. Ask students to relate examples from the social institu-

tions such as governments, education, etc. KEY QUESTION: What are some ways adults foster pluralism?

TIME LINE: Ask the class to create a time line of events in society that have impacted on awareness of different cultural groups. Have available history texts and encyclopedias to aid in research. Some movements from the 50s to the 70s might include the Civil Rights Movement, the race riots, Bilingual Education, the Native American Movement, etc.) Specific events and/or people within each movement could be included on the time line. KEY QUESTIONS: How have these happenings impacted on our society? What effects of these movements can be seen in our society? Did these events cause society to move closer to, or further away from, cultural pluralism?

Cultural Variations

OBJECTIVE

Demonstrate an awareness of and respect for racial, ethnic, and religious diversity in families.

DISCUSSION: Ask each student to list their family's special practices, celebrations, values, etc. Discuss how these activities are passed on where they originated, their significance to the different family members, and their purpose. KEY QUESTIONS: How can learning about one's various special celebrations help in learning about a family's culture? How can a person learn about another person's culture?

CHART: Ask students to make a chart of the ways families exhibit cultural differences (e.g., dress, foods, signs of respect, housing, family type-extended vs. nuclear, speech, religion, or customs.)

ACTIVITY FILE: Have students develop activities for helping young children learn about the cultural groups in their community. Share these in class, make suggestions, and have the revised versions duplicated so each student has all the ideas.

OBJECTIVE

Examine the effects of socioeconomic differences on children and families.

GUEST SPEAKER: Invite a person from child welfare (or a similar agency which provides assistance to disadvantaged children) to speak to the class about the special needs and problems of economically disadvantaged children. KEY QUESTION: How can those who work with children living in poverty help to meet their needs?

FILE: Have students research the different agencies or organizations in their community which can assist families and/or children living in poverty. As a class, make a file on these resources. Make copies for each class member.

DISCUSSION: Using the file developed in the previous activity, discuss the process of referring families to these different agencies and organization. KEY QUESTION: How can people who work with children and their families best help them receive the assistance and service they need?

HANDOUT: Ask students to read the scenario presented in handout 6 (Jason.) Discuss the feelings Jason and his siblings might have about having so many responsibilities. Discuss what parents can do without money or a social network on which to depend for help. Ask students for ideas about how adults working with children from economically disadvantaged families can be sensitive to the needs of those children. KEY QUESTION: How are children affected by poverty: physically, emotionally, socially, and intellectually?

Cultural Influences on Children and Families Unit II Test

DIRECTIONS

For items 1-16, select the letter of the phrase which best completes the statement. Choose only one answer for each item.

1. _____ Culture is all but one of the following:
   A. a way of life.
   B. the heritage of a society.
   C. a refined way of behaving in the upper classes.
   D. the symbols which are shared by members of a society.

2. _____ Socialization refers to
   A. interaction between two people.
   B. the process by which children learn their culture so they can function as members of the society.
   C. cultural events such as operas and art shows.
   D. classes which teach children social etiquette.

3. _____ Families, schools, peers, church, and the media are
   A. changing too fast for children to adjust.
   B. the most important parts of culture.
   C. agents of socialization important in our society.
   D. agents of socialization important in all societies.

4. _____ The tendency to judge other groups from the viewpoint of your own group is
   A. ethnocentrism.
   B. egocentrism.
   C. racism.
   D. self-righteousness.

5. _____ When a teacher believes that a NEW student is probably a slow learner, simply because that child is a member of a particular ethnic group, the teacher is displaying
   A. discrimination.
   B. prejudice.
   C. assimilation.
   D. cultural pluralism.

6. _____ When the same teacher as above automatically criticizes that same student's work without looking at it carefully, the teacher is displaying
   A. discrimination.
   B. prejudice.
   C. acculturation.
   D. cultural pluralism.

7. _____ Children who are not taught to have pride in their own cultural heritage
   A. have an easier time adapting to another culture.
   B. may have trouble respecting themselves, their families, or society.
   C. before the age of five will never develop that pride.
   D. do poorly in school.

8. _____ Minority and majority groups are found in all the following processes except
   A. annihilation.
   B. acculturation.
   C. assimilation.
   D. cultural pluralism.

9. _____ There are
   A. many differences between races.
   B. no differences between races
   C. more differences between members of the same race than there are between two different races.
   D. good reasons for discrimination on the basis of race.

10. _____ In a pluralistic society, ethnic and religious differences
   A. fade as each group blends in with other groups.
   B. are tolerated.
   C. are not tolerated well by the majority group.
   D. are respected and valued for making important contributions to the society.

11. _____ Multicultural child care focuses on
   A. fostering respect among children for the unique contributions of all cultures.
   B. making sure that every group of children has several cultural backgrounds represented.
   C. helping children of different cultures blend in with the majority culture.
   D. teaching children how to live in other cultures.

12. _____ Socioeconomic status is a classification based on
   A. the amount of money a family is worth.
   B. the social standing of the head of the household.
   C. both family wealth and the social standing of the head of the household.
   D. a family's cultural background.

13. _____ When minority children repeatedly experience prejudice and discrimination toward themselves and their families, they are more likely to do all of the following except
A. become hostile and angry toward their own groups.
B. become hostile and angry toward the majority group.
C. withdraw from society.
D. grow up with high self-esteem.

14. _____ Ethnic group differences
A. are found within all races.
B. are found only within Caucasoid and Mongoloid races.
C. should be discouraged in children.
D. are unimportant.

15. _____ When children gain respect for their own cultural, ethnic, racial, religious, or socioeconomic background, they
A. will never be able to be a part of the larger society.
B. will learn to be immoral.
C. will be more likely to respect their families, themselves, and the larger society.
D. will not be able to respect the larger culture of their society.

16. _____ In our society, children need to celebrate
A. religious holidays from the Jewish and Christian faith.
B. no religious holidays.
C. religious holidays from Jewish, Christian, and Islamic faiths.
D. all religious holidays important to their family's faith, regardless of what that faith is.

DIRECTIONS:
For items 17-18, write a short essay.

17. Discuss the effects of prejudice and discrimination on young children. How can caregivers counteract these effects?

18. Why is it important for children to receive multicultural child care?

Performance Objectives Family Dynamics Unit III

Family Development

- Define family development.
- Describe the relationship between family development and individual development.
- Identify transitions observed in family development.

Family Interaction

- Describe the reciprocal nature of parent-child interactions.
- Examine the importance of sensitive responding between parents and children.
- Examine the nature of sibling relationships.
- Explore children's relationships with their extended families.

Family Influences on Children

- Examine the family's influence on children's physical development.
- Explore the family's influence on children's cognitive development.
- Explain the family's influence on children's emotional development.
- Explain the family's influence on children's sex role development.
- Examine the family's influence on children's social development.

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See Unit I.

AUDIOVISUALS

The American Family: The Challenge of Transition

The Art of Parenting

Children

The Child's Relationship with the Family

Emotional and Social Growth in Children: What Do I See When I See Me?

Family Relationships
Hugs and Kids: Parenting Your Preschooler
Oh Brother, My Brother
Sex-Role Development
Sibling Roles: Family Conflicts

NOTE: Complete citations can be found in the Bibliography at the end of this guide.

Suggested Classroom Experiences

Family Development

OBJECTIVE

Define family development.

TRANSPARENCY: Using Transparency 7 (Family Changes), discuss the unique set of role expectations for all family members in each stage of the family life cycle depicted. Discuss how these role expectations differ in later stages. KEY QUESTION: How are children affected by the unique role expectations of their family members in each stage of family development?

ACTIVITY FILE: Assign students to compile an activity file. The file should consist of one of the following:

- a bibliography of books available for children concerning development within the family (e.g., a new baby in the family, starting school, etc.),
- art activities designed to enchance family development (e.g., have the children create a book of drawings depicting their family and events that have occurred and have affected that family. Have the children make papersack puppets to represent family members and use them to role play a situation),
- compile a collection of fingerplays relating to family. Create classroom displays in order to encourage sharing of ideas and findings.

KEY QUESTION: How can stories, art, and other activities be used to help children understand their relationships to others in the family?

PERSONAL EXPERIENCES: Ask students to write essays describing the different stages their families of origin have gone through. Have them do the same for their families of procreation. As a class, have them discuss from personal experiences how the unique relationships at each stage might affect children. KEY QUESTION: What are the special requirements of children of different ages at each stage in the family life cycle.

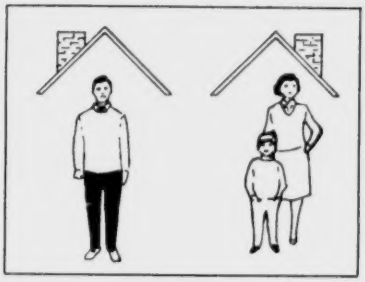
OBJECTIVE

Describe the relationship between family development and individual development.

ABSTRACTS: Assign interested students to review current research concerning the effects of birth order on children. Ask the students to prepare a summary of the article and read for class presentation.

KEY QUESTION: How can birth order affect the development of the family and the individual?

FLANNEL BOARD: Ask each student to create a fictional family with any structure. Use a felt board to display figures representing the family members. Have each student introduce some change within the family system (e.g., a divorce). Using the figures, have them show how that change affects the family. For example, show the father alone with the mother and children living in a separate house. Discuss the changes this family transition would mean to the family. For instance, the mother goes to work, the father only sees the children every other weekend, the children have two houses to live in, etc. KEY QUESTIONS: How do family changes affect the individual child's development? How will these changes affect the development of the family?



SMALL GROUPS: Divide the class into three groups–first born children, middle children, and youngest children. Ask each group to list the advantages and disadvantages of each position within the family. What special privileges and responsibilities did they have as a result of their family position? How did this affect their development? Have the groups identify qualities usually associated with each position (e.g., the first born is independent and self-assured). Have them assess the accuracy of such statements. KEY QUESTION: How does birth order affect children?

ROLE PLAY: Present different scenarios about interactions between different generations. (Example: mother and daughter arguing about what is expected from "young ladies," middle aged couple trying to care for an aging parent, children visiting a grandparent in a nursing home, teens and parents disagreeing about current values and attitudes, etc.) Assign students to role play one or more of the scenarios. Discuss what factors make the perspectives of one generation different from that of another. KEY QUESTION: How do different generational perspectives affect families and individuals?

OBJECTIVE

Identify transitions observed in family development.

MASTER LIST: Divide the class into four groups. Ask each group to list all the possible transitions for families. Allow ten to fifteen minutes for the activity. Pull the groups together into a large group and share the lists. Create a master list of changes to be given to each student. Discuss ways children respond to these changes. KEY QUESTION: How can people who work with children deal with transitions within the family?

ROLE PLAY: Have students develop a skit in which the father decides to change roles. He wants to be the househusband, and since his wife is pursuing a career outside the home, it is economically feasible. Role play a family discussion of his proposal where all family members voice their concerns about how this will affect them. (Include concerns over the reactions of friends and relatives.) KEY QUESTION: In what ways will a role change in one

part of the family system cause role changes in other family members?

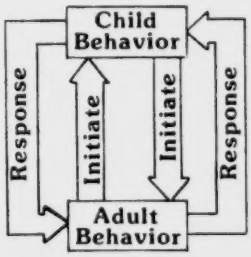
PANEL DISCUSSION: Invite several couples at different stages of the family cycle to serve on a panel. Have the members of the class prepare questions to determine the impact specific family transitions have upon family members. KEY QUESTION: What effects do transitions within the family have on children?

GUEST SPEAKER: Invite a family counselor or child psychologist to speak to the class concerning the effects of transitions within a family on the children. Request that the speaker deal primarily with recognizing evidence in children's behavior that difficult changes at home are occurring. Also, ask the speaker to discuss ways people working with children can support children during these transitions. KEY QUESTIONS: How can caregivers identify family transition points in a child's life? How should caregivers respond to the child's special needs during different types of transitions?

Family Interaction

OBJECTIVE

Describe the reciprocal nature of parent-child interactions.



POSTER: Use a poster display similar to the figure at the left in order to represent the reciprocal nature of parent-child interaction. Introduce the discussion by writing on the chalkboard a list of children's behaviors (e.g., smile, cry, startle, etc.). Ask students how adults might respond to each behavior. Write these next to each listed child behavior. Continue the sequence by asking students to suggest possible child responses to each adult behavior. Use the poster to illustrate to students that as children initiate behaviors to which adults respond, adults are also initiating behaviors to which children respond. KEY QUESTION: In what ways are parent-child interactions reciprocal?

JOURNAL: Ask students to keep a two-day journal of informal observations of children and adults. These observations should focus on the reciprocal interaction between parents (or other adults) and children. See the sample below:

Setting: Parent and child at a grocery store.

Parent	Child
Parent is getting groceries.	
	Child pushes basket.
Parent walks down cookie aisle.	
	Child asks for cookies.
Parent replies, "No."	
	Child cries.
Parent explains, "There are homemade cookies at home."	
	Child stops crying.

Ask students to relate one or more of their observations to the class. Discuss how the scene might have been changed if parent or child had acted differently. KEY QUESTION: How do adults and children affect the direction of an interaction?

HANDOUT: Using Handout 7 (Discipline), present a lesson on parenting and discipline styles. Divide the class into groups, assigning each group a different type of discipline. Have them come up with an ending to the following story (or to one of your own):

> A father and son are waiting at the airport when the son becomes restless. He asks his father for some money to play a video game. His father says, "No." The child begins to cry loudly, and his father...

Present the story endings to the entire class, discussing the possible outcomes of all types of discipline. KEY QUESTION: How does the parenting style affect parent-child relationships?

LECTURE: Prepare a class lecture on the difference between punishment and discipline. Point out that the root word of discipline is disciple, or one who learns. Point out that the purpose of discipline may vary – it may be seen as punishment, or it may be seen as a prelude to self-discipline and autonomy. Ask students to write a paragraph about what discipline means to them. KEY QUESTION: How can caregivers distinguish between discipline and punishment?

OBJECTIVE

Examine the importance of sensitive responding between parents and children.

ROLE PLAY: Create scenes between parents and children where the child has a special need for a response from the parent. For example, a child misplaces a favorite toy and is frustrated by being unable to locate it. Ask students to role play the situation(s) where the adult responds insensitively to the child. Discuss with the class how the adult was not responding to the real needs of the child and how this might affect the child. Replay the roles, this time with the adult responding sensitively. Discuss how the adult was able to be aware of the needs of the child. Also discuss the effects of responding sensitively to the child. KEY QUESTION: How are children affected when adults caring for them do or do not repsond in sensitive ways to their needs?

WORD FILE: Have students create a word list of at least twenty five different ways to say "Good!" to children (e.g., wonderful, I like that, etc.) Ask students to share the file with the rest of the class. KEY QUESTION: What benefits for children and caregivers can be gained from responding affirmatively?

FILM: Show the film "Hugs and Kisses: Parenting Your Preschooler" to the class. The film presents thirteen "problem" situations and requires audience discussion. Discuss appropriate responses. KEY QUESTION: Why is sensitive responding between parents and children important?

HANDOUT: Using Handout 8 (Parenting: Show Love and Affection by...), ask students to discuss why these responses are necessary for anyone caring for or working with children. On the board, list some child behaviors that might elicit each positive response. Discuss how caregivers should act toward children when they do not elicit positive responses from adults. Should the caregiver act negative in return, or should the response be the same as if the child were eliciting positive responses? Point out that neither of these alternatives is a sensitive response. Caregivers must respond in some way to the child's behavior, but that response can be positive while acknowleging that the child's behavior is negative. For example, a sensitive caregiver will not continue to stalk a child who is withdrawing from a hug. In this instance, the caregiver can show positive regard by giving the child room, but continuing to talk warmly and with a smile.

OBJECTIVE

Examine the nature of sibling relationships.

PAMPHLET: Have each student create a two page pamphlet for parents. There should be suggestions about what parents can do to foster good relationships between siblings. For example: avoid making comparisons between siblings, encourage each child in his or her unique interests, etc.

ADVICE COLUMN: Ask the class to write letters to Dr. I. Luv Kidz, an advice columnist who specializes in advice to children. The letters should be written as if from children, seeking advice about any aspect of sibling relationships. For example, disagreements over who gets to ride by the window in the front seat, why mother makes big brother take little brother to the ball game, what to do about a sister you think hates you, etc. After the letters are written, collect them and divide the class into groups. Redistribute the letters randomly, asking each group to write responses. KEY QUESTION: What are some of the concerns children have about their siblings?

SMALL GROUPS: Break the class into three groups. Assign each group one of the following areas of development to discuss: cognitive, social, or emotional. Ask each group to list ways in which siblings might affect that area of development. Come back into a large group and discuss these lists. KEY QUESTION: What influence do siblings have on development?

INTERVIEW: Ask students to interview people of different ages about their siblings. Develop a set of questions in class, focusing on the type of relationship the siblings have, how their siblings have influenced their lives, and whether or not they have been satisfied with their sibling relationships. In class, discuss the types of influence reported. KEY QUESTION: How can parents or other caregivers help to make sibling influences more positive experiences?

OBJECTIVE
Explore children's relationships with their extended families.

PANEL DISCUSSION: Invite the members of an extended family group to come to the class. Ask each member of the panel to explain to the class the role assumed within the family and how it relates to the other members of the family. Ask them to identify the advantages and disadvantages of living in an extended family household. KEY QUESTION: In extended family households, what problems and advantages might children face?

TRANSPARENCY: Using Transparency 8 (Family Relationships), trace some of the interrelationships between children and members of their nuclear and extended families. Discuss with the class how these relationships influence children's behavior and development. KEY QUESTION: How do family members directly and indirectly affect children?

Family Influences on Children

OBJECTIVE
Examine the family's influence on children's physical development.

FIELD TRIP: Arrange for the students to visit a hospital or a children's protective services agency. Have someone show them the procedures followed when a case of suspected child abuse is presented to them. Discuss the physical effects of different types of abuse and neglect. KEY QUESTION: What can caregivers do when they suspect abuse or neglect?

LOGS: Ask the students to keep a log of the foods they eat for one week. In class, have them share their menus. Discuss whether or not such foods would be healthful for young children. Why or why not? KEY QUESTIONS: What should adults working with young children keep in mind about their nutritional needs? How would these diets affect prenatal development in a pregnant woman?

HANDOUT: Use Handout 9 (Family Influences on Development) to introduce to the students some of the specific areas of development in children which are affected by interactions with family members. Ask the class to brainstorm other specific areas under each major developmental area: physical, emotional, social and cognitive. KEY QUESTION: Why is it important for people who work with children to understand all the ways their families influence development?

OBJECTIVE
Explore the family's influence on children's cognitive development.

DEMONSTRATION: Demonstrate toys or games and everyday family activities for young children to show how a child's cognitive development

can be stimulated at home. Discuss what makes each toy beneficial to cognitive development. Is it necessary to spend a lot of money on toys that encourage cognitive development? KEY QUESTION: How can parents help their children learn about the world?

SURVEY: Have students develop a questionnaire that will determine how a family affects a child's cognitive development. Questions developed should relate to the following areas: parental help with center activities, parental involvement with the center, parental education, parental goals for the child's education, etc. Ask the students to survey three families each and then report the results to the class. KEY QUESTION: How can people who work with children encourage parents to become involved with their child's education?

OBJECTIVE

Explain the family's influence on children's emotional development.

PANEL: Invite a panel of mothers and fathers to class. Have the students prepare a list of questions for them about the development of self-esteem, fears, fantasies, and sex role identity in young children. KEY QUESTION: How can caregivers foster healthy emotional development in children?

OBSERVATION: Have students observe a group of children of different ages in different situations, noting their emotional expressions. Interpret these expressions. A frown may mean the child is angry, or it might mean the child is frustrated. In class, develop a set of guidelines for interpreting children's emotions. KEY QUESTIONS: How does the situation affect how we interpret children's emotional expressions. Is it important for caregivers to interpret children's emotions correctly? Why?

BRAINSTORM: Ask students to brainstorm ways families contribute to the emotional health of individual family members. KEY QUESTIONS: How do children learn to feel secure? How do families affect children's emotional development?

LISTING: Ask students to think of an irrational fear they have. Ask for volunteers to share their fears with the group. Determine if the fear can be traced to a childhood experience. Discuss the effects of family experiences on children's fears. KEY QUESTIONS: How can caregivers effectively deal with children's fears? How can they avoid instilling unrealistic fears?

OBJECTIVE

Examine the family's influence on children's sex role development.

CHARADES: On index cards, have the students write out their sex role expectations (e.g., big boys don't cry, girls are clean, etc.) Redistribute the cards, directing each student to act out the expectation written on the card received. Have the other students

identify the expectation. KEY QUESTION: How do children acquire sex role expectations?

FILM: Show the film "Masculine-Feminine Role Imprinting" which explains the process of sex role imprinting in young children. KEY QUESTION: How do families affect sex role acquisition in very young children?

PICTURES: Display nonsexist pictures of various occupations (e.g., a female medical doctor, a male airline attendant, etc.) Ask students to identify the occupations. Discuss the persistence of sex stereotypes. KEY QUESTION: Why is it important for people who work with children to be as free as possible of sex biases?

TRANSPARENCY: Using Transparency 9 (Changing Sex Roles), discuss common role expectations parents have for their children and how these are changing in our society. Provide catalogs of children's toys. Ask students to determine which are commonly associated with boys, which are associated with girls, and which are non-sex types toys. What do these different types of toys teach? KEY QUESTIONS: How do role expectations affect one's choice of activities and toys for children? How do these choices affect children's sex role development?

OBJECTIVE

Examine the family's influence on children's social development.

FOLDER EXCHANGE: On the outside of several file folders, write a discussion question from the list below:

- How do family members make their expectations known?
- How are children taught family expectations?
- How are children taught cultural expectations?
- How do families reinforce their members for following family and cultural expectations?

Place several sheets of blank paper inside the folders.

Divide the class into groups so that each group has a different folder. Give each group a number and ask them to discuss and answer the folder's question on one of the blank sheets inside. Give the students five to ten minutes for discussion, then ask them to fold the sheet of paper, write the group's number on the outside, and return it to the folder. The folders are then exchanged, and the groups follow the same steps with different questions. This exchange continues until each group has their first folder back. The groups can then unfold and compare the answers of the previous groups. KEY QUESTION: How do families influence the development of role expectations?

TELEVISION REPORTS: Assign students to watch different television shows of families in our society. Have them report the different agents of socialization they saw affecting children on these shows. Which agents seemed to have more effect than others? KEY QUESTION: How can parents and other caregivers monitor the impact of other agents of socialization on children?

Family Dynamics
Unit III Test

DIRECTIONS:

For items 1-16 select the letter of the phrase which best completes the statement. Choose only one answer for each item.

1. _____ Individuals and families
   A. develop together in systematic, orderly ways so that changes in one affect the others.
   B. develop separately in systematic orderly ways so that changes in one do not really affect the other.
   C. are different in that individuals develop in systematic, orderly ways but families just change randomly.
   D. are similar in that neither individuals nor families change very much.

2. _____ The family can be seen as a
   A. computer, processing information from the environment.
   B. lamp, with rays spreading out into the night.
   C. system, with the family members as its parts.
   D. wheel, with family members as the spokes.

3. _____ When a child develops new skills, all of the following happen EXCEPT
   A. the parents' relationship changes.
   B. the relationships between the child and its siblings change.
   C. the relationship between the child and its parents change.
   D. the relationships between other siblings are not affected.

4. _____ The movement of families through distinct changes in roles and relationships is called the
   A. family life cycle.
   B. nuclear wheel.
   C. extended system.
   D. aging process.

5. _____ When families make transitions, family members
   A. are not usually affected very much.
   B. may experience stress when roles are changed.
   C. do not have to change.
   D. usually experience a crisis.

6. _____ When the first child is born, the new parents
   A. must negotiate their roles as mother and father, but their husband and wife roles should not have to change.
   B. should have already decided their roles and will not have to negotiate when the baby arrives.
   C. roles will not be affected.
   D. must negotiate their roles of mother and father as well as re-neogotiate their roles as husband and wife.

7. _____ When families go through transitions,
   A. children should go to live with friends or relatives until the changes are made.
   B. children should be helped to understand how the changes may affect them.
   C. parents should make sure children are not affected.
   D. children are usually harmed.

8. _____ The parenting style which stresses independence with responsibility is called
   A. authoritarian.
   B. permissive.
   C. authoritative.
   D. synchronous.

9. _____ Temperament refers to
   A. the act of having a temper tantrum.
   B. the metabolic rate of a child.
   C. inborn personality traits of a child.
   D. the process of gaining self-control.

10. _____ When a new baby is born,
   A. the parents must start making the baby learn to adopt to their habits.
   B. the parents and baby start a process of mutual adjustment to each other.
   C. the parents must adjust to the baby's personality and schedule.
   D. it automatically adjusts to the parents' personalities.

11. _____ Sensitive responding on the part of adults means all of the following except that
   A. they give affection to each child in all situations.
   B. they look for signs of what each child is really trying to communicate.
   C. they pay attention to the social context when interacting with a child.
   D. they are aware of the developmental level of the child.

12. _____ Often, in families with high degrees of stress and isolation (such as with alcoholism, mental illness, terminal illness, etc.),
   A. only children can cope better than if they had to look after siblings, too.
   B. an only child is better off because there is less stress on the parents.
   C. siblings may be a child's only support system.
   D. children prefer to be alone.

13. _____ Currently in our society
    A. the extended family is no longer available for support.
    B. there is no extended family.
    C. extended family members are not a part of our lives when they are not a part of our households.
    D. extended family members are still important sources of support.

14. _____ Throughout life, the family is the main source of a person's
    A. financial security.
    B. intellectual stimulation.
    C. self-esteem.
    D. physical health.

15. _____ In our society, girls and boys are treated differently
    A. from birth.
    B. when they begin walking.
    C. when they begin group care or nursery school.
    D. when they begin grade school.

16. _____ People develop their basic beliefs about how to treat others
    A. in the first year of life.
    B. from their families.
    C. during the middle childhood years.
    D. from their peers.

DIRECTIONS:
For items 17-18, write a short essay.

17. Discuss the transition of a family from the childbearing stage to the stage of families with preschoolers. What statuses change? What role expectations change? How might these changes affect infants and preschoolers?

18. Why is it important for secondary caregivers to understand family dynamics? How can this information help people to work with children?

Performance Objectives

Children and Families in Change Unit IV

Changes in Society Affecting Families

- Examine the impact of technological changes on children and families.
- Explore the effects of economic changes on children and families.
- Examine the effects of changing sex roles on children and families.

Changes Within Families

- Describe the impact of divorce on children and families.
- Identify issues confronting one-parent families.
- Examine factors involved in the development of blended families.
- Describe reactions of children to a new child in the family.
- Describe the impact of illness, death, or disability on the family.
- Examine the effects of family violence.

Changes Within the Child

- Describe the effects of handicaps or other health care problems in children.
- Examine everyday changes which affect behavior of children.
- Identify ways in which children and families cope with stress.

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GENERAL REFERENCES

See Unit I.

AUDIOVISUALS

Changes in the Family
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Child Abuse: Cradle of Violence
Child Abuse and Neglect
Children of Alcoholic Parents
Children of Divorce
Coping With a Death in the Family
Coping With Family Changes
Coping With Your Parents' Divorce
Death
Facing Family Stress
Families in Crisis
The Future of the Family
Illness
It Could Have Been Your Child. . .Your Brother. . .Your Sister
Mother/Father Roles
Parent-Child Relationships
People Haven't Learned to Fly Yet
Portraits of Parents
Single Parents: Coping Alone
Television's Influence on Children
Today's Family: Adjusting to Change
Touches: Physical and Sexual Abuse of Children
Violence in the Family

NOTE: Complete citations can be found in the Bibliography at the end of this guide.

Suggested Classroom Experiences

Changes in Society Affecting Families

OBJECTIVE

Examine the impact of technological changes on children and families.

ABSTRACTS: Ask students to research three recent articles concerning the effects of television on children. Have students watch one episode of any television series mentioned in the articles reviewed. Students should prepare a summary report of the articles reviewed and a description of the show viewed plus any reactions they have concerning the articles and the show. KEY QUESTIONS: What effect is television having on the development of children? How can these effects be determined?

OBSERVATIONAL LOGS: Have students observe children in commercial areas (e.g., toy department, grocery store by cereal aisle, etc.,) and record examples of the effects of television on children (e.g., designer clothes, wanting a particular food due to advertisements viewed, etc.) KEY QUESTION: Why should adults become aware of the effects of television on children?

TECHNOLOGICAL INVESTIGATIONS: Divide the class into groups and assign each group a particular machine to investigate Have students go to a store selling technological equipment (e.g., computers, VCR, cassette player-recorders, etc.) Students should discuss with the sales representative the capabilities of the machine assigned. Ask them to investigate any accessories (software) that can be utilized with the machine also. They should determine the machine's potential as a learning tool for a child. Each group should prepare a short report on their findings to be presented to the class. KEY QUESTIONS: Of the technical equipment examined, which offers the most benefits to children and families? How might the benefits of the use of these highly technical machines affect the development of children who are familiar with them?

TELEVISION: Discuss television's role in children's development. Refer to programs not currently being shown (e.g., "Father Knows Best," "My Three Sons," "The Brady Bunch," etc.,) and discuss the types of families represented. Compare these older shows with the current family shows. KEY QUESTION: What accounts for the differences between currently produced family shows and those produced in the past?

LISTING: Ask students to list their fears on a piece of paper no one else will see. Have them decide which fears are related to changes in society, which ones are related to changes in their relationships, and which ones are related to changes in themselves. Discuss what kinds of fears children might have in these areas. KEY QUESTION: How can caregivers help children cope with their fears?

OBJECTIVE

Explore the effects of economic changes on children and families.

SURVEY: Have students survey television shows and advertisements directed toward children. What type of economic lifestyle is being encouraged? What safeguards, if any, have been included for the self-esteem of children whose families cannot afford the lifestyle shown? KEY QUESTION: How can people who work with children help them to build a sense of worth that is not measured by money or possessions?

INTERVIEWS: Ask students to interview an elderly person who grew up on a farm, and a middle aged person who grew up in a city or suburb. Have them develop questions about the functions of families and children (e.g., Did your parents want a large family? Why or why not?) KEY QUESTION: How have economic changes made family life different?

OBJECTIVE

Examine the effects of changing sex roles on children and families.

ADVICE COLUMN: Divide the class into two groups. The first group should be the "Problem Creators." This group should create letters asking for advice concerning some aspect of the effects of changing sex roles on children and families (e.g., problems related to secondary caregiving, fathers involved more with their children. latch-key children, etc.) The second group should be the advice column and offer reasonable solutions to the problems being faced. KEY QUESTION: What effects do the changing sex roles in society have on children and families?

OBSERVATIONS: Have the students observe a child care facility during peak arrival and departure times. Ask them to record the number of fathers who drive their child to and from the center. Discuss changing roles for fathers and mothers (e.g., househusbands, single parenting, mothers performing typical "male" responsibilities, etc.) KEY QUESTIONS: What evidence of changing sex roles might children exhibit? How can caregivers become aware of the changing roles?

REPORT: Nonsexist education is a goal in most schools. Ask students to read some information on this topic and then write a report about how these ideas can be adapted to early childhood education. KEY QUESTION: Why is it important for caregivers to have a nonsexist approach?

Changes Within Families

OBJECTIVE

Describe the impact of divorce on children and families.

BIBLIOGRAPHY: Ask interested students to create a bibliography of library available books and stories for children dealing with divorce. This should include a brief summary (annotation) of each, along with the appropriate ages. KEY QUESTION: How can literature help children in dealing with the marital changes within families?

STATISTICS: Locate statistics on divorce in the United States and present them to the class. KEY QUESTION: What percentage of marriages end in divorce?

FIELD TRIPS: Arrange for students to attend one of the following: Custody hearing, single parent meeting, or divorce court session. Each group is to attend their assigned activity and prepare a report for the class concerning the observations made. KEY QUESTION: What impact might a marital breakup have on children?

GUEST SPEAKERS: Invite a lawyer, minister, school counselor, family counselor and/or marriage counselor to describe the effects they see of divorce on the children and the family. KEY QUESTION: What problems associated with divorce are commonly dealt with by the speakers?

TRANSPARENCY: Using Transparency 10 (Separation and Divorce), introduce the problems faced by parents involved in separation or divorce. Discuss the advantages divorce might present to parents. KEY QUESTION: How might parent reactions to divorce or separation affect children?

BULLETIN BOARDS: Plan a bulletin board titled: "Breaking the Links." Collect a series of pictures of items, such as a house, a car, furniture, children, etc., that are affected by a divorce. Cut the pictures in half with zigzag strokes. Mount the pictures on the bulletin board and arrange a broken chain around the pictures. KEY QUESTION: What is broken by divorce?

PANEL DISCUSSION: Invite a panel of divorced fathers, including one who does not have custody of his children but visits them regularly, one who has custody of his children, and one who does not interact with his children. Ask them to discuss the special problems they and their children have had and how those have been resolved. KEY QUESTION: What types of relationships do children have with their fathers after divorce?

OBJECTIVE

Identify issues confronting one-parent families.

BIBLIOGRAPHY: If desired, supplement the bibliography begun on divorce by creating a list of library books for children concerning one-

parent families. KEY QUESTION: What literature is available to help children cope with important family issues?

FLIP FOLDER: On the outside of several file folders, write a discussion question from the list below:

How might children feel toward the absent parent and toward the parent they live with?

How can parents help prevent children from feeling they are to blame for a divorce?

How can a divorce be good for the children?

Place several sheets of blank paper inside the folders. Divide the class into groups so that each group has a different folder. Give each group a number and ask them to discuss and answer the folder's question on one of the blank sheets inside. Give the students five to ten minutes for discussion, then ask them to fold the sheet of paper, write the group's number on the outside, and return it to the folder. The folders are then exchanged, and the groups follow the same steps with the different questions. This exchange continues until each group has their first folder back. The groups can then unfold and compare the answers of the previous groups. KEY QUESTION: What issues confront one-parent families?

ROLE: Place the following scene descriptions on index cards and distribute to the students.Assign roles and ask students to role play ways a parent might solve the following problems: 1. Ex-spouse tries to buy the love of the children. 2) Children are impressed by the other parent's lifestyle or new mate. 3) Parent cannot provide everything desired for the children. 4) Children do not approve of parent dating. 5) Child needs adult role model of opposite sex. 6) Child is emotionally affected by the death of a parent. Discuss the solutions presented. Role play again if necessary, showing the most appropriate solutions. KEY QUESTION: What types of problems face a single parent?

TRANSPARENCY: Using Transparency 11 (Single Parents), discuss the unique problems facing each type of permanent and temporary one-parent family. Discuss the problems these families have in common. KEY QUESTION: How can caregivers or center policies support single parents?

OBJECTIVE

Examine factors involved in the development of blended families.

BIBLIOGRAPHY: Continue bibliographic listings of literature available for children, making entries concerning blended families (step-parents, step-siblings, grandparents).

SILENT RESPONSE: Divide the class into three groups and assign each group one of the following descriptions:

- Step-parent attempts to buy children's affection.
- Child resents parent's remarriage.
- Child wants to live with other parent.

Each person within the group should record their opinions of the description on a piece of paper. When everyone has recorded their responses, read aloud each response and allow the class to comment. KEY QUESTION: What problems affect the development of a blended family?

INTERVIEW: Arrange for members of the class to interview parents who have remarried. Cite problems their blended families face in financial, emotional pressures, discipline of the children, changing family patterns, etc. KEY QUESTION: What effects does remarriage have on the family?

ROLE PLAY: Ask students to role play situations involving step-parents and step-children to demonstrate ways that a positive relationship can result. KEY QUESTION: How can step-parents and step–children develop a positive relationship?

BRAINSTORM: Label one side of the blackboard POSITIVE. Label the other side NEGATIVE. Pick two students to stand at the blackboard to act as recorders. Ask the class to brainstorm all the positive and negative aspects of having step-siblings. KEY QUESTION: How can caregivers help children adjust to the presence of stepbrothers and stepsisters?

OBJECTIVE

Describe reactions of children to a new child in the family.

BIBLIOGRAPHY: Continue the bibliography begun earlier by developing entries concerning the birth of a new baby and effects of the family. KEY QUESTION: What type of literature is available to aid children in dealing with a new child in the family?

PUPPET ACTIVITY: Have students create simple puppets (e.g., sock, stick, felt). Using the figures to represent the major characters, have students create a scene concerning the arrival of a new baby in a family. Ask students to present their activity to the class. KEY QUESTION: How can children be prepared for the arrival of a new baby?

OBJECTIVE

Describe the impact of illness, death, or disability on the family.

BIBLIOGRAPHY: Continue to make entries in the bibliography of children's books by researching and recording books and/or stories which focus on illnesses, deaths, or disability within the family.

BOOK REPORTS: Ask interested students to read a book on the problems resulting when individuals or families face illnesses or disabilities. Suggested books: *A Step Further* by Joni Erikson and Steve Estes; *I Ain't Well But I Sure Am Better: Mutual Need Therapy* by Jess Lair. Have students summarize the main points in a class presentation on the nature of the problems, effects and adjustments. KEY QUESTION: What effects do illness and disability have on the family?

CLASS SURVEY: Conduct a class survey to discover what experiences class members have had with death. Examples? a friend, a relative, a casual acquaintance, or a pet. Ask members to express their feelings and thoughts about the experience. KEY QUESTIONS: What effects does death have on the family? Does the type of death (suicide, accident, terminal illness) affect the family differently? How?

DISCUSS: Discuss the impact of the death of a family member at each stage of the family life cycle on each member (parent, spouse, child, sibling). KEY QUESTION: What impact on young children does death have?

HANDOUT: Using Handout 10 (The Grief Process), describe the steps in the grief process. Discuss the need for grieving people to experience all these aspects of grief. Contrast how adults and children might react in each stage. On the handout, ask students to write some ways caregivers can respond sensitively to a child or family in each stage. KEY QUESTION: How can people who work with children show sensitivity to the needs of children or their families in times of grief?

OBJECTIVE

Examine the effects of family violence.

BIBLIOGRAPHY: Have students create a page for the bibliography concerning violence within the family (e.g., child, spouse, sibling, or parent abuse and neglect). KEY QUESTION: How can children's literature help children from violent families?

INTERVIEW: Arrange for students to interview the director of an abuse center or an emergency room nurse concerning the problems involved in working with abused children. Discuss the interviews in class.

GUEST SPEAKER: Arrange for a representative from the Texas Department of Human Resources - Children's or Adult Protective Services to speak to the class concerning signs of abuse or neglect and the procedures of reporting cases of abuse or neglect. KEY QUESTION: What symptoms of child abuse or neglect should caregivers be aware of?

HANDOUT: Using Handout 11 (Abusive Parents), discuss the characteristics of abusive parents. What might be done to help these parents before or after they abuse their children? KEY QUESTION: How can caregivers support families where there is the potential for violence?

TRANSPARENCY: Show Transparency 12 (Types and Signs of Child Abuse). Discuss the warning signs of each type of abuse or neglect. KEY QUESTIONS: When should a caregiver report abuse or neglect to authorities? What can a caregiver do for the child when abuse or neglect has already been reported but appears to continue?

Changes Within the Child

OBJECTIVE

Describe the effects of handicaps or other health care problems in children.

BIBLIOGRAPHY: Add to the bibliography of literature related to changes within the family by finding books concerning handicaps and other health care problems. KEY QUESTION: How can caregivers use literature to help children understand the effects of handicaps or other health care problems?

VOLUNTEER: Have interested students perform volunteer work with the disabled. Instruct students to observe the effects of the handicap upon all members of the family. KEY QUESTIONS: What types of formal support groups are available for the family (e.g., Cystic Fibrosis Foundation, March of Dimes Birth Defects, American Cancer Society, etc.)? What types of informal support groups are available (neighbors, friends, family, etc.)?

RESOURCE FILE: Ask students to use United Way listings, Health Department Resource guides, the yellow pages of the phone book, etc., to prepare a list of available sources of information and aid concerning handicaps or health care problems. KEY QUESTION: Where can parents obtain information or aid on the handicapped or other health care problems?

OBJECTIVE

Examine everyday changes which affect children's behavior.

INTERVIEW: Arrange for the students to interview caregivers concerning everyday changes that affect children's behavior (rainy day, snowy day, new equipment being used in the center, etc.) KEY QUESTION: What positive and negative effects are possible when a child's routine is disrupted?

SAMPLE SCHEDULE: Obtain samples of childcare facilities' daily or weekly schedule. Examine these in class. Discuss the order of the activities (i.e., Is the order logical? Are active and quiet play times alternated? Are several seat type activities arranged together?) KEY QUESTION: Why are carefully arranged schedules important in working with children?

SCHEDULE: Have each student create a possible daily activity schedule for a three hour period of time. Discuss the importance of routine for children. Examine each schedule to determine its appropriateness to meet the needs of young children. KEY QUESTION: What is the purpose of a well planned, structured sequence of activities for children?

OBJECTIVE

Identify ways in which children and families cope with stress.

STORY: Read aloud the children's story "Alexander and the Terrible, Horrible, No Good, Very Bad Day." Discuss Alexander's method for dealing with the stresses of his day. Ask students to identify stresses in families and appropriate as well as inappropriate ways of dealing with the stresses of everyday family life. KEY QUESTION: What are appropriate methods of dealing with stress?

BRAINSTORM: Have students brainstorm ways to help children cope with stress (e.g., remove shoes at naps, arrange for a time out area within the center, slow breathing, etc.) Compile the list into a set of guidelines for caregivers. Encourage students to volunteer ways of handling stress they have used. KEY QUESTION: What methods can be used by caregivers in helping children and families cope with stress?

FILM: Arrange to show a film from the list of audiovisuals that deal with stress within the family and methods of coping with it. Discuss possible symptoms of stress in children. KEY QUESTION: What evidence of stress do children display?

STRESS SCALE: Obtain copies of a stress test (e.g., the Texas Department of Human Resources pamphlet, "Day Care Families and Stress", or Dr. Thomas H. Holmes and Richard H. Rahe's Social Readjustment Rating Scale available in *Health: A Quality of Life* Third Edition by John S. Sinacore and Angela C. Sinacore, Macmillan Publishing Company, 1982, pp. 23-24; or *LifeScore* available in *Health Today* by Dr. Larry Olsen, Macmillan Publishing Company, 1983 pp. 192-197, etc.). Ask each student to fill out the test following the directions for each test. Discuss the results. KEY QUESTION: Why should caregivers be aware of their own stresses when dealing with children?

HANDOUT: Using Handout 12 (Pressures of American Society), discuss the stresses in our culture. How do these affect young children directly or indirectly? (For example, discuss the relationship of family stress to child abuse, or discuss the stress of growing up too quickly.) KEY QUESTION: How can caregivers help children to reduce the effects of stress?

Children and Families in Change Unit IV Test

DIRECTIONS:

For items 1-10 select the letter of the phrase which best completes the statement. Choose only one answer for each item.

1. _____ When the technical knowledge in a culture advances,
   A. the culture is not usually affected much.
   B. the culture changes, too.
   C. children become more intelligent.
   D. relationships between people do not change.

2. _____ High tech, information societies
   A. are generally relaxed and slow moving.
   B. are far off in the future.
   C. create children who actively seek information.
   D. are often fast paced and stress producing.

3. _____ In the move from an economy based on agriculture to a technological economy, the family has
   A. begun to die.
   B. wandered from its roots.
   C. changed from a unit of production to a unit of consumption.
   D. changed from a unit of consumption to a unit of production.

4. _____ Sex roles and the economy are related in that
   A. women are now more often expected to work outside the home in order for the family to maintain a high standard of living.
   B. men spend all the money.
   C. the average woman's salary is now equal to the salary of the average man.
   D. mothers no longer have to work outside the home.

5. _____ Relative deprivation refers to situations where
   A. children feel deprived by their relatives.
   B. children think they are poor because a relative has told them they are poor.
   C. children feel deprived because they compare their possessions to those of wealthier children.
   D. children feel deprived because they do not have enough to eat.

6. _____ According to recent census data,
   A. almost one half of American children live in poverty.
   B. almost one quarter of American children live in poverty.
   C. one percent of American children live in poverty.
   D. ten percent of American children live in poverty.

7. _____ Non-sexist education encourages
   A. girls to pursue masculine activities.
   B. boys to pursue feminine activities.
   C. girls and boys to stop pursuing either feminine or masculine activities.
   D. boys and girls to pursue both feminine and masculine activities.

8. _____ Primary caregivers are
   A. usually given temporary responsibility for a child's welfare.
   B. those who have primary responsibility for a child's welfare.
   C. less capable than secondary caregivers of caring for children.
   D. more capable of caring for children than secondary caregivers.

9. _____ When Raoul begins to lose control of his bowels when his parents are arguing about divorce,
   A. it is called developmental regression.
   B. it is only because he wants attention.
   C. it is because he is a bad boy.
   D. it is called egocentrism.

10. _____ Physical exercise, listening to music, playing outside, and having a quiet time are all examples of
   A. maladaptive coping to stress.
   B. recreation.
   C. adaptive coping to stress.
   D. wasting time.

DIRECTIONS:
For items 11-12, write a short essay.

11. Describe the types of family violence that occur in families.

12. Discuss how caregivers can support children who are experiencing changes in their families.

Performance Objectives

The Family in the Community Unit V

Community Resources

- Describe community resources that provide services to children and families.
- Identify other community resources that provide legal and regulatory guidelines for child related services.
- Determine appropriate procedures for making referrals to community resources.

Child Care Settings as Community Resources

- Examine how child care settings interface between the family and society.
- Describe resource and referral services for child care.
- Describe effective methods of communication between families and child care personnel.
- Explore ways to actively involve families in their child's care and education.
- Analyze the unique roles and contributions of both mothers and fathers in the child care program.

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BOOKS/ARTICLES

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Morrison, George S. *Parent Involvement in the Home, School, and Community.*

Newman, Sylvia. *Guidelines To Parent-Teacher Cooperation In Early Childhood Education.*

Wallat, Cynthia and Goldman, Richard. *Home–School–Community Interaction: What We Know and Why We Don't Know More.*

Weiser, Margaret G. *Group Care and Education of Infants and Toddlers.*

GENERAL REFERENCES

See Unit I.

AUDIOVISUALS

Cooperation among Family, Staff and Community
Meaningful Parent Involvement, Head Start No. 2
The Neglected
On the Job
Parent, Child and Center
Someone to Speak for Children
We're All in This Together
Where to Go for Help
Where Can I Turn for Help?

NOTE: Complete citations can be found in the Bibliography at the end of this guide.

Suggested Classroom Experiences

Community Resources

OBJECTIVE

Describe community resources that provide services to children and families.

DISPLAY: Have students collect pamphlets and other publications from a variety of community resources (e.g., Department of Human Resources, Parents Without Partners, Big Brothers/Big Sisters, community college, United Way, police, day care licensing, etc.) The pamphlets should contain information concerning the services available through that organization. Students should prepare a display of available community resources. KEY QUESTION: What types of resources for children and families are available in the community?

DIRECTORY: Have students prepare a directory of local services or agencies in the community to which caregivers might refer parents. Prepare the list as a handout and give a copy to each student. This list can be given to parents in need of referral information. As a follow-up activity, prepare a similar directory of national organizations. Have students identify services that these organizations provide to parents.

FIELD TRIP: Divide the class into groups of two to three and assign each a community agency to visit. In class, prepare a short list of questions to ask to determine the agency's function, any special procedures necessary for applying for that agency's services, the hours the agency is open, who to contact to discuss a particular problem, whether an appointment is necessary, etc. Combine all the agency descriptions into a parent booklet. KEY QUESTION: What role does the agency play in providing services to children and families?

TRANSPARENCY: Show Transparency 13 (Effects of Society, the Community, and Families on the Child). Discuss the ecological, or systems perspective that the child may be directly or indirectly affected by society. Community resources are affected by the social institutions. Community resources influence the family and then the child, indirectly, or they may influence the child directly. Discuss how families and children affect community resources.

OBJECTIVE

Identify other community resources that provide legal and regulatory guidelines for child related services.

HANDOUT: Using Handout 13 (Legal Services and Regulatory Guidelines), ask students to fill in different resources that could provide information regarding regulations and legal procedures for children's services. (e.g., Day Care Licensing, Legal Aid, hot lines, state family codes, judges.)

RESEARCH: Have the students think of a question they might have as a caregiver regarding services for children. Using the list from the previous activity, they can telephone, visit, or read the proper source and find out the answer. Have the students share their information in class.

OBJECTIVE

Determine appropriate procedures for making referrals to community resources.

REPORTS: Assign students to call different agencies or other resources which provide services to children and their families. They should ask what the appropriate procedures are for making referrals. The students can share this information in class. KEY QUESTION: What do caregivers need to know before making a referral for services?

ROLE PLAY: Assign students to role play selected situations where a caregiver is suggesting to the parents that they or their child might need special services. Discuss the possible reactions of parents. How can caregivers be sensitive to a parent when making referrals? KEY QUESTION: What can caregivers do to help parents and children in need of services?

Child Care Settings as Community Resources

OBJECTIVE

Examine how child care settings interface between the family and society.

REPORTS: Have students read articles on the current crises in child care. Discuss these articles in class. KEY QUESTION: Why is child care an important community resource for the family?

GUEST SPEAKER: Ask a representative from Head Start to talk to the class about compensatory educational experiences. KEY QUESTION: How can a child care facility act as a buffer between the child and a disadvantaged home life?

TRANSPARENCY: Using Transparency 14 (Family-Child Care Interfaces), discuss the ways in which child care can be beneficial to families. How could it not be helpful to families? KEY QUESTION: What are the qualities of a child care facility and a child caregiver that make them beneficial to families?

OBJECTIVE

Describe resources and referral services for child care.

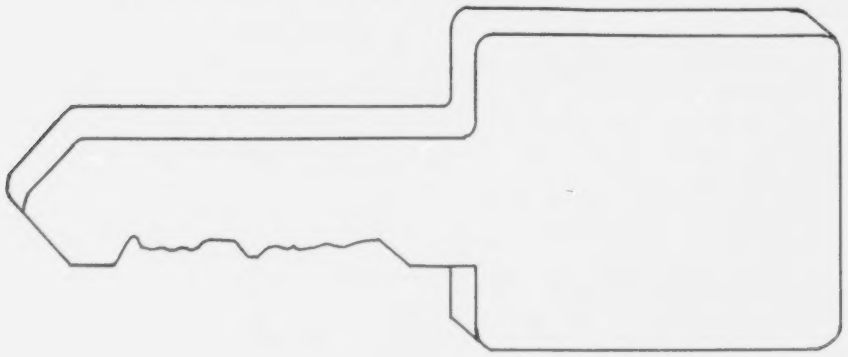
POLL: Have students poll at least three parents whose children are in a child care facility to determine what resource or referral service they used to locate the facility used. (e.g., word of mouth, advertisements, proximity, physical facility, training of staff, Department of Human Resource listing, etc.) KEY QUESTION: What types of referral system do parents use?

SAMPLE: Obtain copies of the Department of Human Resources - Child Care Facilities. Ask students to examine it with regard to the type or organization used to refer child care facilities (i.e., proximity [listed by zip codes], type of facility [registered or licensed], etc.) KEY QUESTION: What type of referral system is available for child care?

OBJECTIVE

Describe effective methods of communication between families and child care personnel.

BULLETIN: Create a bulletin board using the key pattern below. Title it "Keys to Effective Parent - Caregiver Communications." Have students list key words (e.g., sharing, objectivity and clarity, trustworthiness, active listening, caring, etc.,) on each key. Discuss how each of these characteristics contributes to open and positive relationships with parents. Ask students to give examples illustrating each of the characteristics. For example, a caregiver who follows up on a parent's request and carefully keeps shared information confidential is being trustworthy. KEY QUESTION: What types of attitude must be employed to communicate effectively with parents?



HANDOUT: Use Handout 14 (Ways to Communicate with Parents). Discuss each of the items listed. Provide examples of some items such as newsletters, bulletin board ideas, etc. KEY QUESTIONS: Why is it important to use a variety of communication mediums with parents? How often should caregivers conduct conferences and parent meetings, call home, send newsletters, etc? What other ways can you suggest for communicating with parents?

ROLE PLAYS: Divide the class into teams. Assign teams to role play one of the following communication events between parents and caregivers: arrival time, a telephone call, a parent-caregiver conference, a home visit, a parent's unannounced visit to the center. KEY QUESTION: What is the caregiver's role in promoting good communication with parents?

LAB DISCUSSION: Ask students to share the observation which they did for LAB EXPERIENCE 25. Have students share their observations of parent-caregiver interactions during arrival and departure times. KEY QUESTIONS: What other ways can parents who are usually on a limited time schedule share information with their child's caregiver? What might a child care program director or caregiver do to encourage parents to stay and visit for a while at arrival and departure times? Point out that this brief time when parents and caregivers meet is critical to good parent-caregiver relationships. Caregivers must develop skill in making the most of time.

NEWSLETTER: Have students create a sample newsletter of parents sharing some exciting happening at a fictitious child care center. Encourage creativity. KEY QUESTION: What type of newsletter can be used to communicate with parents?

TRANSPARENCY: Show Transparency 15 (Keys to Effective Parent-Caregiver Communication). Ask students to give examples of each strategy. KEY QUESTION: What can caregivers do to build communication lines with parents?

OBJECTIVE

Explore ways to actively involve families in their child's care and education.

HANDOUT: Using Handout 15 (Programs for Involving Parents), discuss each of the areas. Ask students to suggest other specific ideas under each area. KEY QUESTIONS: How practical are these ways of involving parents? How do you involve parents who are always busy?

BRAINSTORM: Have the class brainstorm about ways to encourage parents to be involved with their child and the child care program. Point out that many child caregivers and directors are concerned by the lack of interest or time that many parents have. List on the chalkboard ways to encourage parents to participate. For example, parents might be more involved if:

- A door prize was given away at each parent meeting.
- Free child care was provided during parent meetings.
- Parents are required, as part of the enrollment agreement, to attend at least two parent-caregiver conferences during the year.
- Parent meetings were held after a supper provided by the child care program.

OBJECTIVE

Analyze the unique roles and contributions of both mothers and fathers in the child care program.

BRAINSTORM: Have two students come to the blackboard to be recorders. Ask the class to brainstorm all the possible ways parents might be able to contribute to the child care program. After they are all listed, discuss whether each contribution could be made by a male, female or either gender. KEY QUESTION: How can caregivers involve parents in the child care program?

DISCUSSION: Caregivers often think of asking mothers to become involved. Discuss what can be done to involve fathers more often. KEY QUESTION: Why is it important to children for their fathers to be actively involved in the child care program?

NEWSLETTER: Develop an edition of a child care center newsletter specifically for fathers (or other important males in the children's lives). KEY QUESTION: How can fathers be encouraged to get involved in their children's child care program?

The Family in the Community Unit V Test

DIRECTIONS:

For items 1-10, select the letter of the phrase which best completes the statement. Choose only one answer for each item.

1. _____ Community resources may provide for families all BUT
   A. prevention services.
   B. enhancement services.
   C. direction services.
   D. intervention services.

2. _____ Well-baby clinics and Planned Parenthood are examples of
   A. prevention services.
   B. enhancement services.
   C. direction services.
   D. intervention services.

3. _____ Children's Protective Services is an example of
   A. prevention services.
   B. enhancement services.
   C. direction services.
   D. intervention services.

4. _____ The YWCA and Big Brothers of America are examples of
   A. prevention services.
   B. enchancement services.
   C. direction services.
   D. intervention services.

5. _____ The state family code
   A. is the code of ethics adopted by state churches for families.
   B. does not regulate who a person can and cannot marry.
   C. does not regulate divorce procedures.
   D. is the body of law regulating family life in the state.

6. _____ When there is a problem with a child, the family
   A. may deny there is a problem, which is a normal reaction.
   B. may deny there is a problem, which is not a normal reaction.
   C. will usually accept the news easily.
   D. is normally not concerned.

7. _____ Child abuse or neglect must be reported to DHR when
   A. a child is injured by an adult.
   B. a child is hospitalized from injuries inflicted by an adult.
   C. either abuse or neglect is suspected.
   D. when a parent asks for it to be reported.

8. _____ Parents should choose child care settings on the basis of
   A. cost.
   B. quality of care.
   C. convenience to work.
   D. their popularity with friends.

9. _____ When caregivers communicate with parents,
   A. the method of communication is more important than the message.
   B. the message is more important than the method of communication.
   C. neither methods nor messages matter that much.
   D. they should remember that parents often do not really know what their child needs.

10. _____ Caregivers often forget
   A. about a father's contributions to a child's care.
   B. about a mother's contributions to a child's care.
   C. to communicate with mothers.
   D. to communicate with children.

DIRECTIONS:

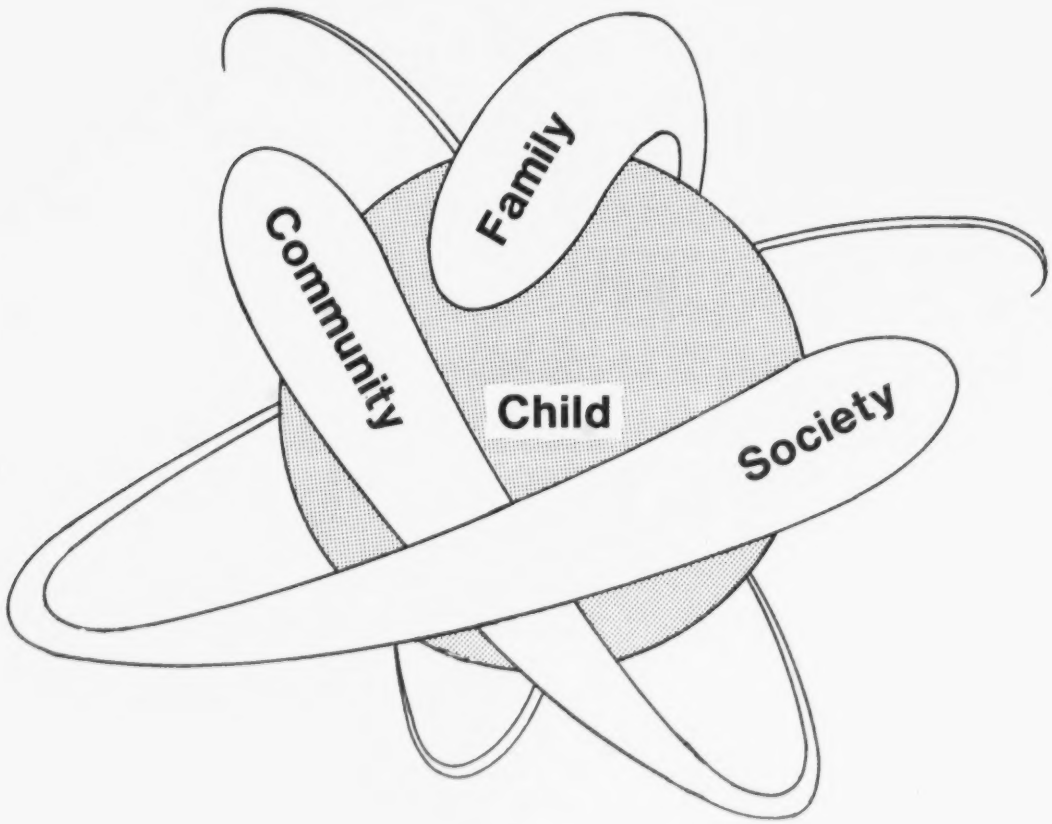
For items 11-12, write a short essay.

11. Discuss the actions a caregiver should take when a young child has poorly explained bruises or injuries.

12. Write a plan for actively involving the parent or parents (including fathers) in children's care and education.

Transparency Masters

A Child's Universe



Defining Family

A Family is:

1.

2.

3.

4.

5.

6.

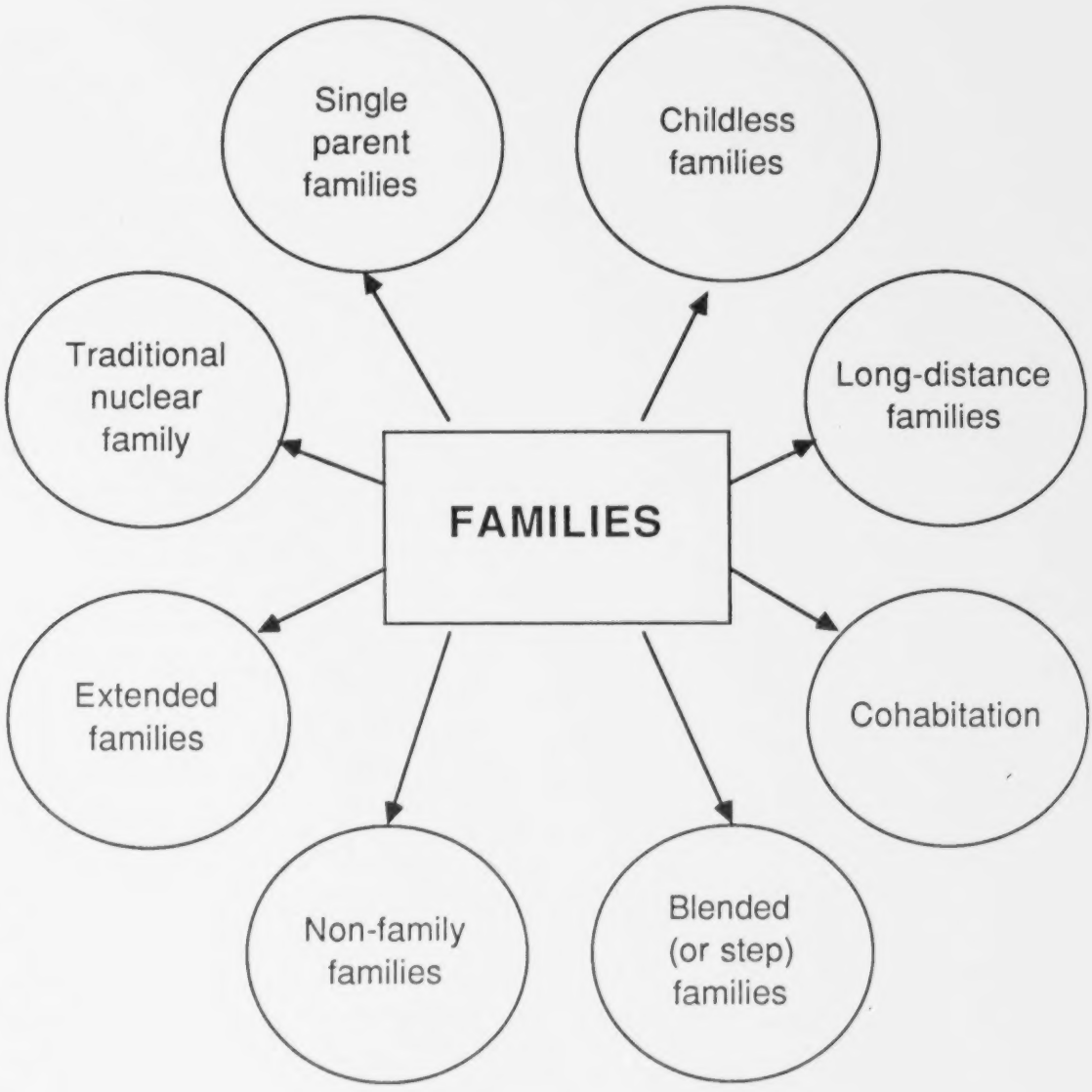
7.

8.

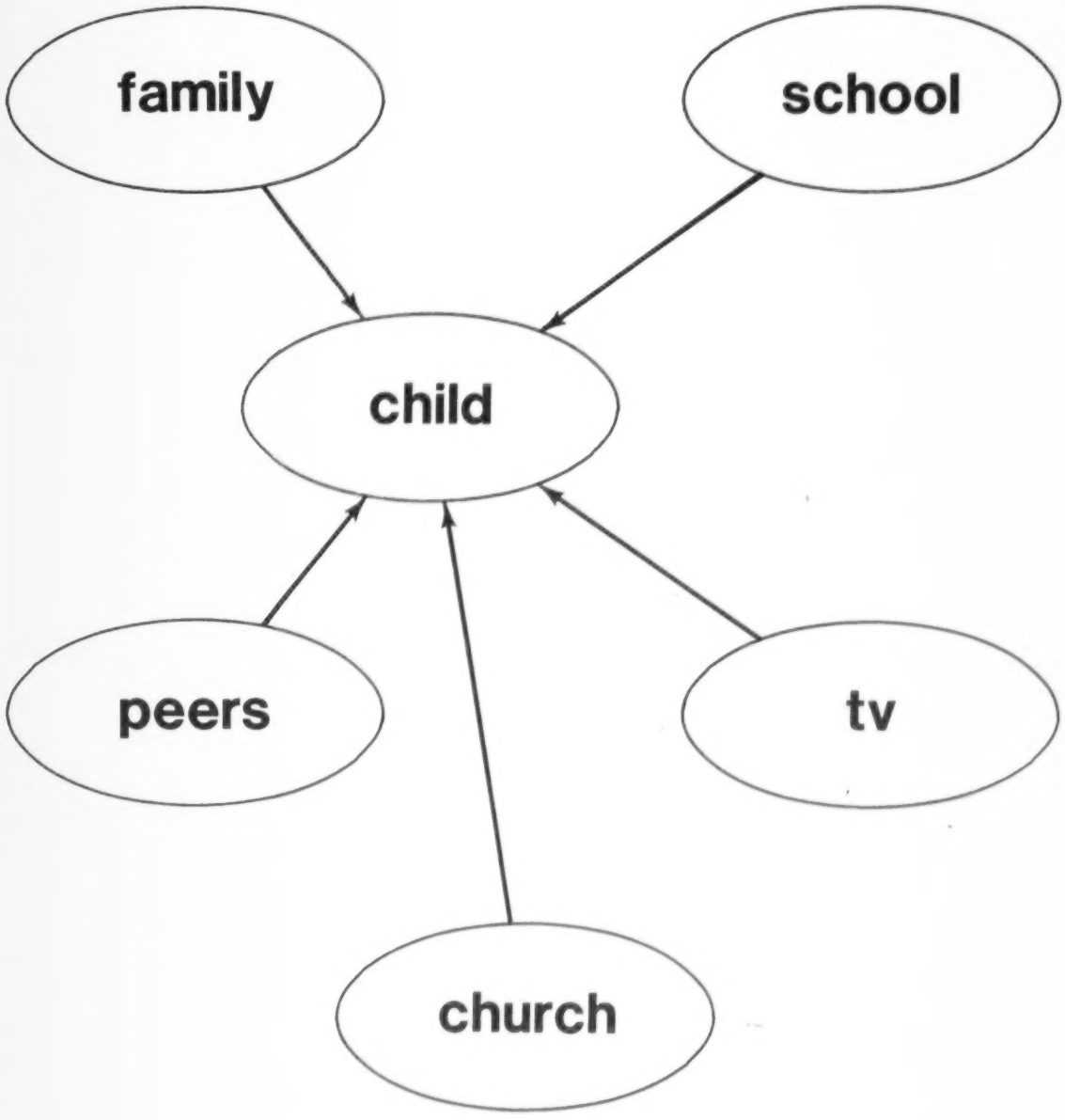
9.

10.

Variations in Families



Agents of Socialization



Effects of Prejudice and Discrimination

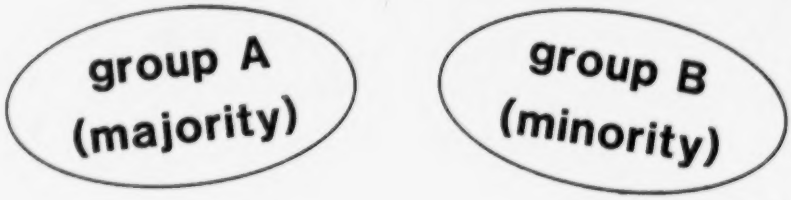
1950

1971 / 1978

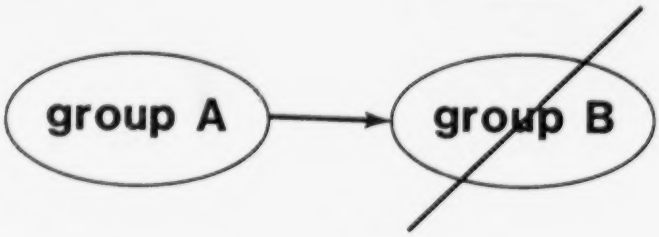
Ref. studies by:

Radke & Trager (1950)
Zirkel (1971)
Simmons et.al. (1978)

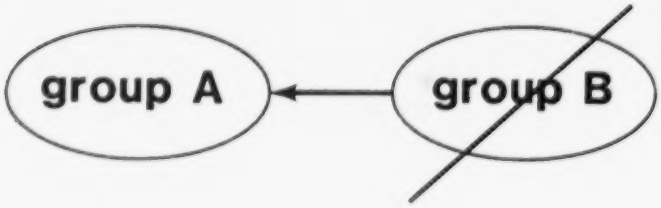
Majority - Minority Group Processes



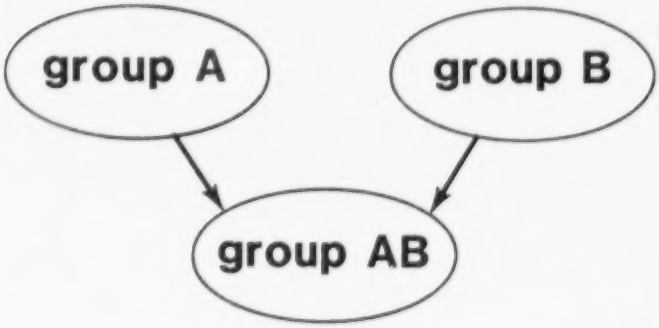
Annihilation



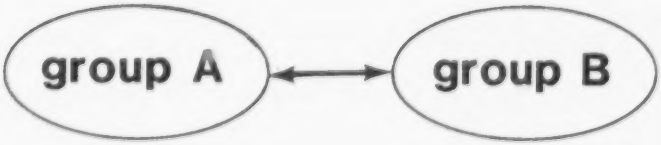
Acculturation



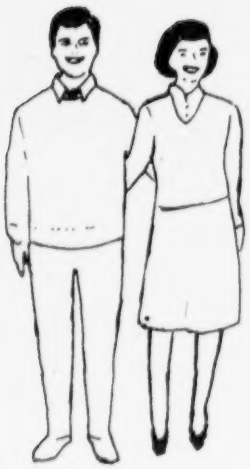
Assimilation

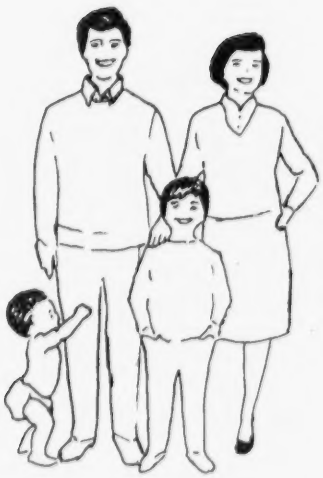


Cultural Pluralism

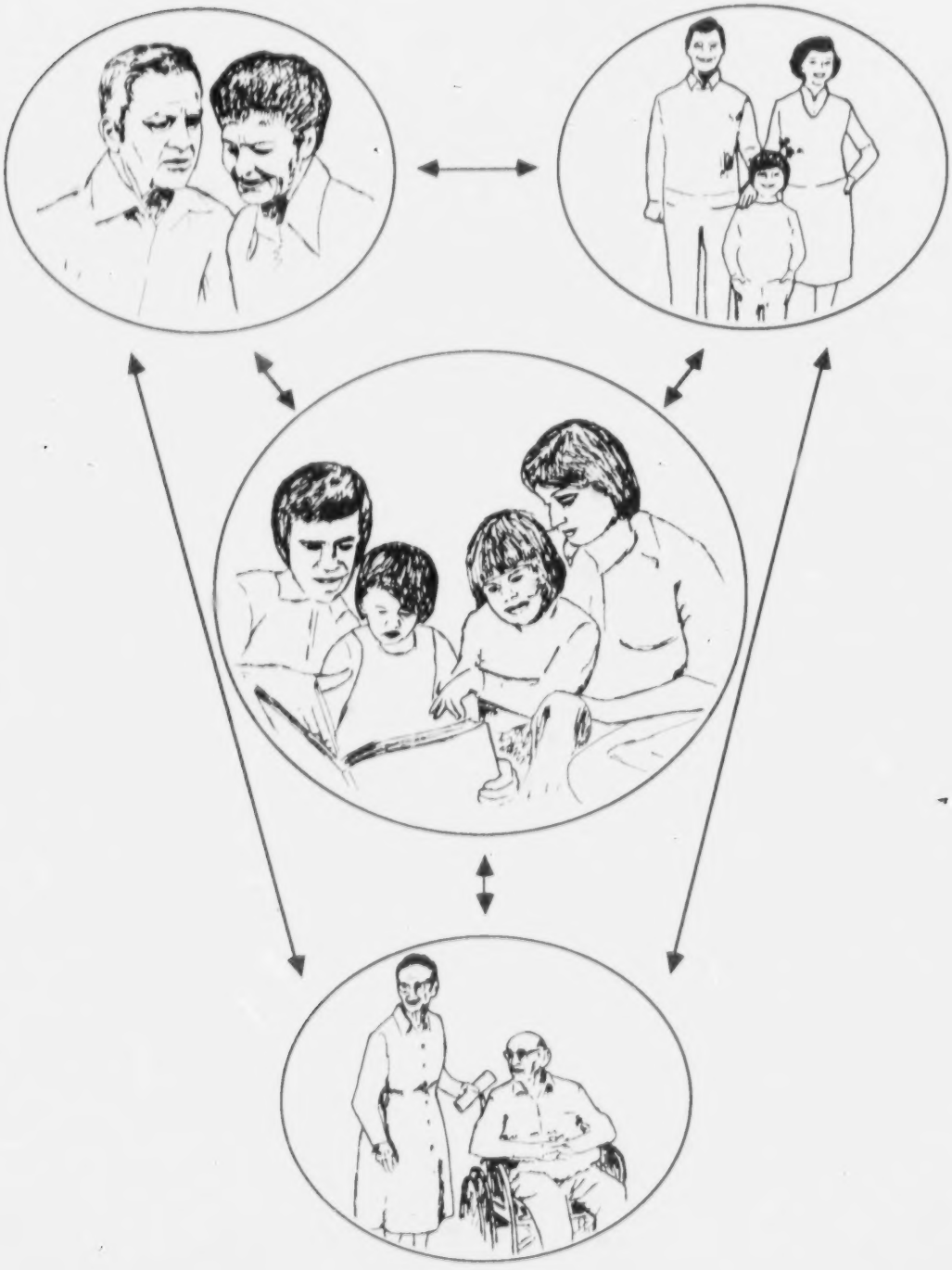


Family Changes





Family Relationships

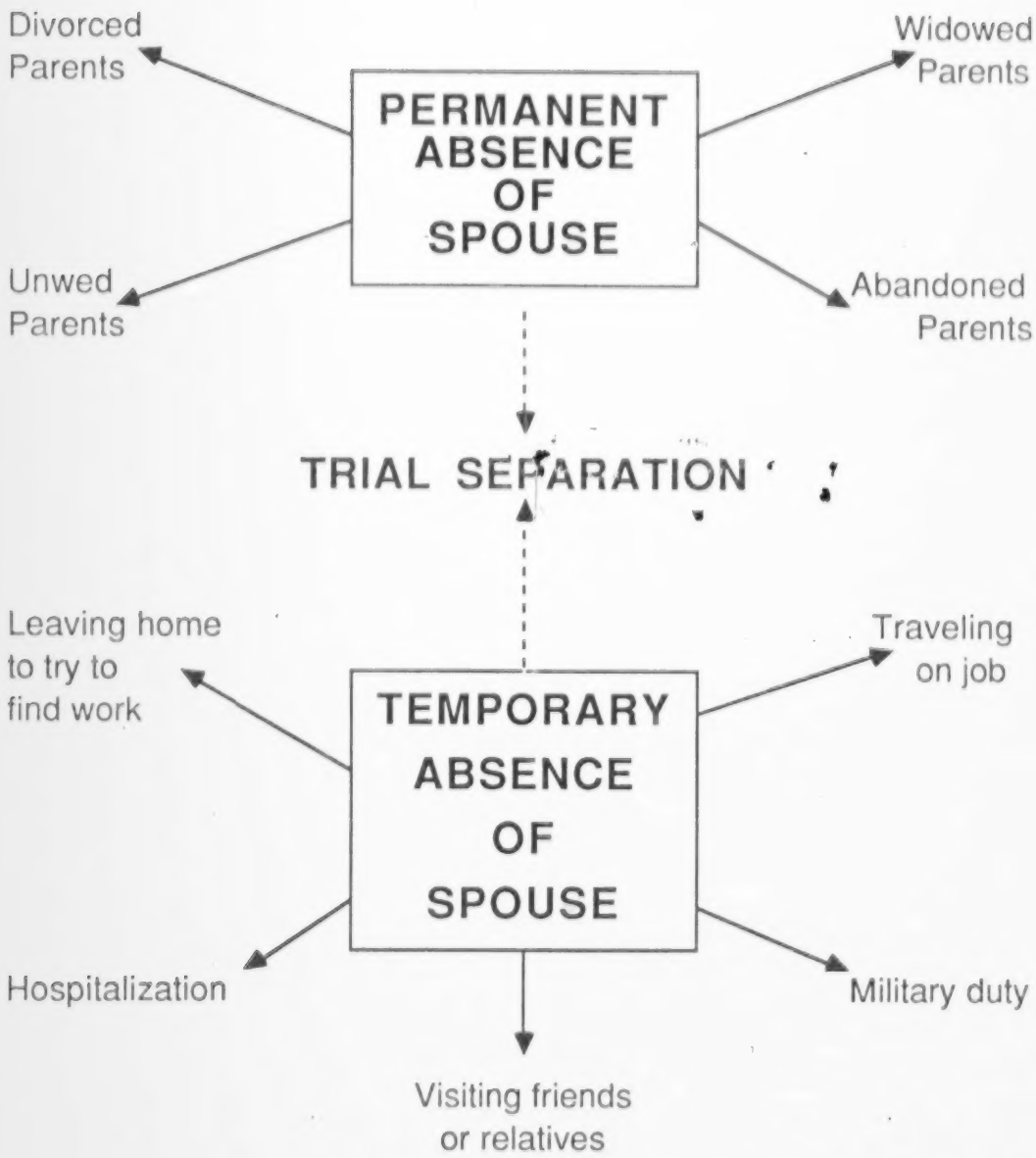


Changing Sex Roles

Separation and Divorce

- Loneliness
- Feelings of loss
- Feelings of guilt and failure
- Need for self-acceptance
- Fear-can I make it on my own?
- Need for companionship
- Problems with children
- Financial Problems
- Problems of single parenting
- Problem of being a "weekend" parent

Single Parents



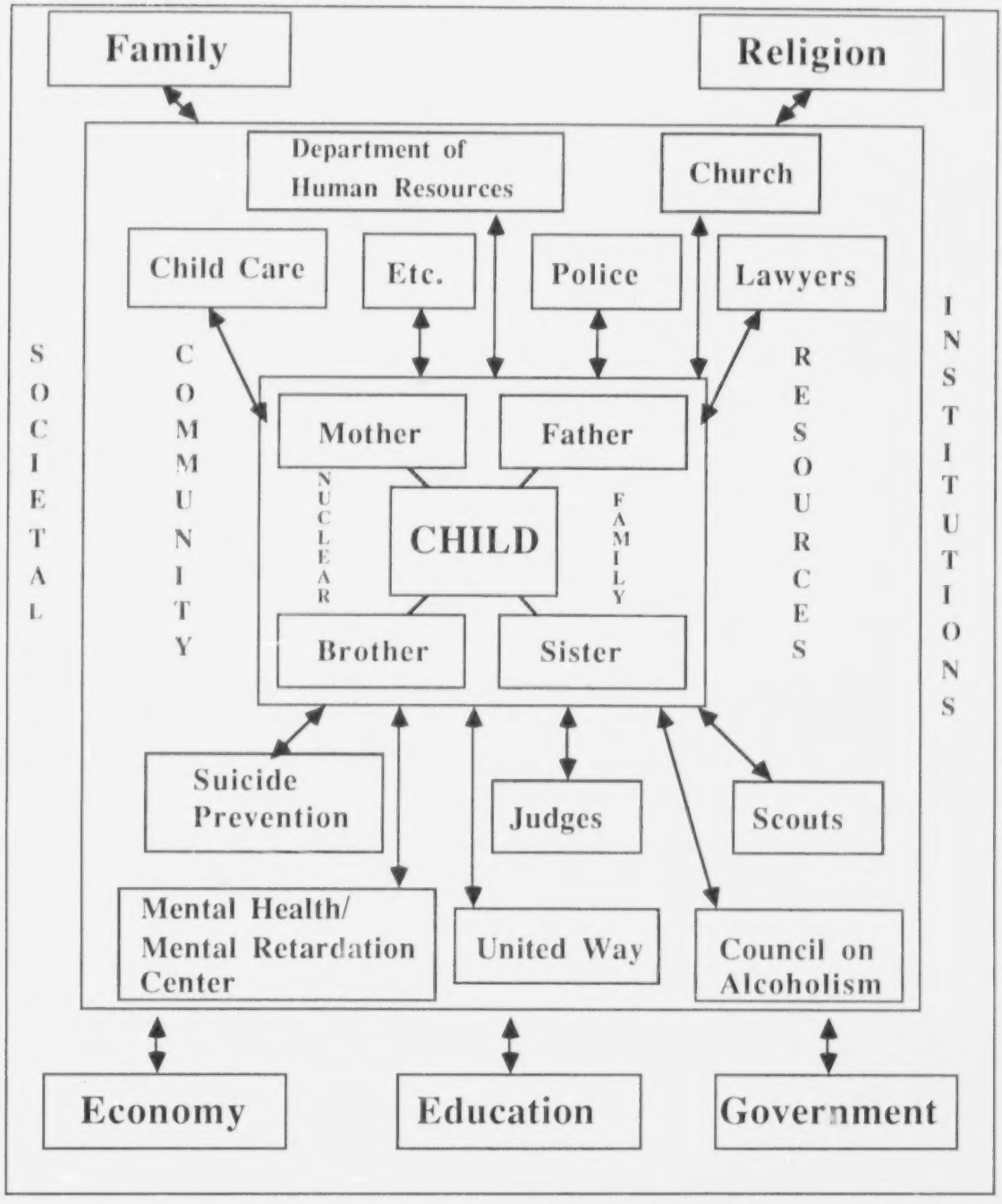
Types and Signs of Child Abuse

Educational Neglect
Emotional Abuse
Emotional Neglect
Medical Neglect
Physical Abuse
Physical Neglect
Sexual Abuse

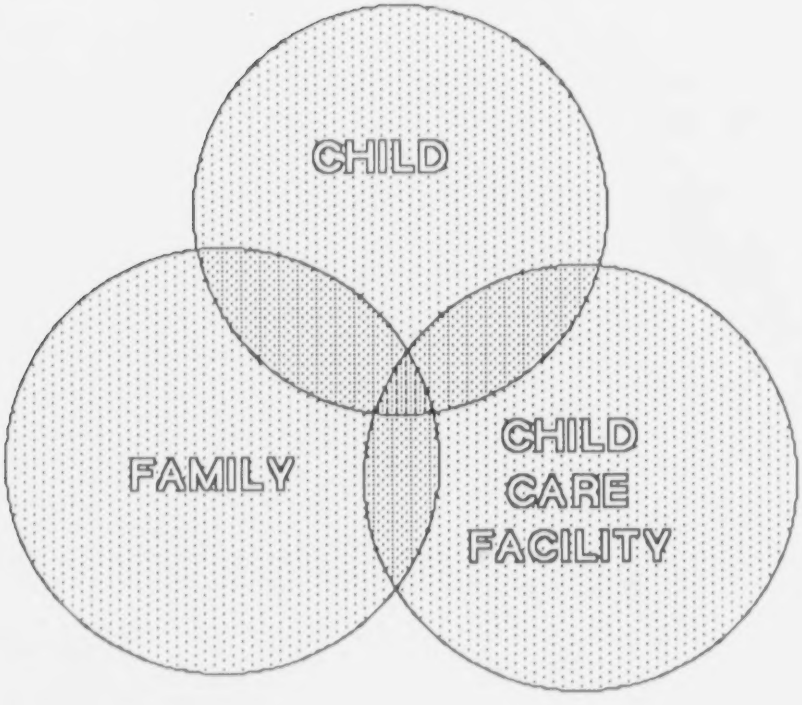
Fr **A**ctures
Burns
Inj **U**ries
Brui **S**es
Lac **E**rations

Aba **N**doned
Un **E**qual Treatment
Harsh Lan **G**uage
Withdrawa **L**
Exposure
Lack of **C**oncern
Dir **T**y Clothing

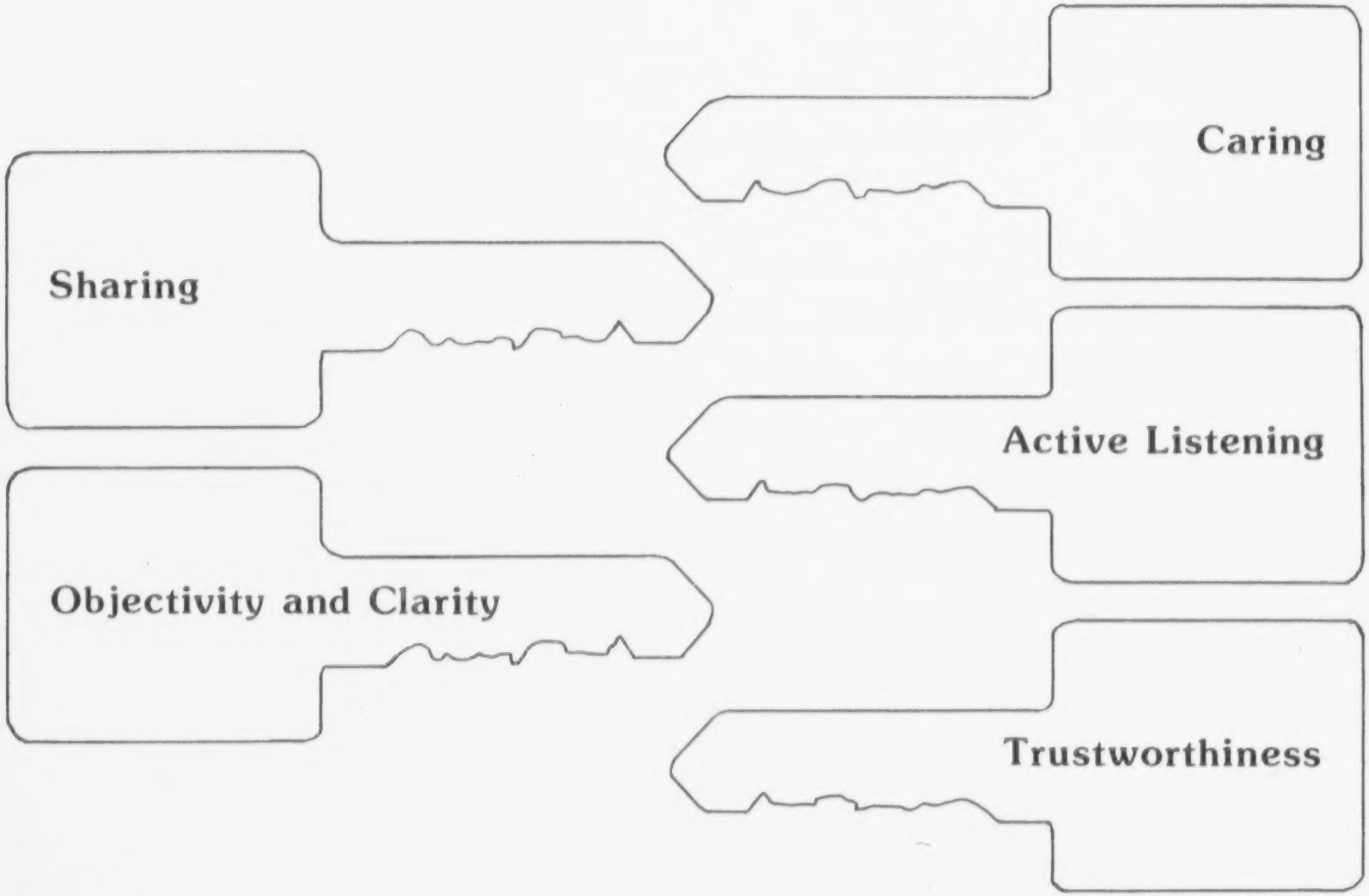
Effects of Society, the Community and Families on the Child



Family - Child Care Interfaces



Keys to Effective Parent-Caregiver Communication



T 15

Handout Masters

Basic Social Institutions

- **GOVERNMENT**
  Norms about power in the society

- **ECONOMY**
  Norms about the production, distribution, and consumption of goods and services.

- **RELIGION**
  Norms about the meaning of life.

- **EDUCATION**
  Norms about teaching members of society what they need to know to function in the society.

- **FAMILY**
  Norms about bringing new members into the society and protecting, sheltering, and socializing all members

Functions of Families

A. Sexual regulation and reproduction

1. Families determine the number of children wanted.

2.

3.

B. Socialization and education

1. Families teach children what is right and wrong in their society.

2.

3.

C. Assigning social roles

1. Families determine what social class a child grows up in.

2.

3.

D. Recreation

1. Families share recreation time together.

2.

3.

E. Protection

1. Families teach their children to lock the doors of the house.
2.
3.

F. Religious instruction and practice

1. Families take their children to church.
2.
3.

G. Economic production and practice

1. At least one person works to earn money for the family.
2.
3.

H. Giving emotional, economic or physical security

1. Families support one another in an emotional crisis.
2.
3.

I. Companionship and affection

1. Families should make the individual feel wanted and loved.
2.
3.

Single Parenting

CONCERNS OF THE SINGLE PARENT

Need for Self-Acceptance

Loneliness

Mourning, Feelings of Loss

Feelings of Guilt, Feelings of Failure

Need for Self-Reliance

Desire to Compensate for Missing Parent

Need for Social Experiences With Other Adults

Adjustment to a New Style of Living

Need to Help Children Adjust

Financial Problems

Lack of Time for Self

Word Search Puzzle

Cultures' Gifts

X A L K N X L R T A E V X C S D I T W S
P T G B S H C A I N Z J F U O I A B A T
B E L T A B A C U S P V W A L V K X F Y
E A T T H I M B L E W F Y G I D H C H M
D B B I N C F C O F F E E A I D A K I E
T P X S I Y C W H K G T S C L J G U A T
F O Q I C C U H D N S P Y O T Z V E H F
I W H L B L C L G V E R E N M E L S K G
R T A K P E S D K I T E S I S O H F E C
E B T A C O S P W W Q Q M T K B I Y J A
W N H A M B U R G E R S K E O X G R B T
O K Y H J E Y Z T M X T V A X F H C C W
R H T R X M W Q C O F Y Z I P N H K S E
K O P Y G C H R I S T M A S T R E E S X
S I G D Q Q D Y N E A N I L J H E Q W T
T O R K S M P A J R G E V U H F L C K Q
B A N A N A S I H A M M L M Y S S D E E
Y U B D P S Z Z S P A G H E T T I G P H
Y T O B A C C O Y E Y I Q R K N C O S T
T H I S W L N P S S I U S T X T R S I B

There are sixteen words hidden in the puzzle above. They can be found horizontally (left to right) or vertically (top to bottom). Can you find them?

Here are the words to look for:

ABACUS
BICYCLE
COFFEE
HAMBURGERS
KITES
SILK
TACOS
THIMBLE
BANANAS
CHRISTMAS TREES
FIREWORKS
HIGHHEELS
SPAGHETTI
TEA
TOBACCO

Learning Prejudice and Discrimination

Don't play with that child.
You're better than he is.
I don't want to play with you anymore!
Why?
Get out of here!
We don't like you.
You aren't like us - we don't want you around.
Why?

Jason

Jason is a first-grader whose family lives in poverty. His mother has a night job as a custodian. Although it pays very little, it is the only work she can find in her area of town with her lack of education or skills. Jason's father died last year. His illness could have been treated if it had been caught earlier, but there was no insurance and not enough money for anything but visits to the emergency room of the county hospital.

Although the family receives some public assistance, there is never enough food to go around. They often have starchy and fatty foods because they are less expensive. Jason, his two younger brothers and sister, and his mother live in a two room apartment with a bathroom down the hall that is shared with another family. The apartment has one double bed, a hide-a-bed couch, and a kitchen table with three chairs. There is a small, black and white television sitting on the table. The stove beside the small sink has an oven which does not work. Only two of the four burners work. The icebox is old, and Jason's mother is afraid it will quit working soon. She knows the rent is too high for an unfurnished apartment, but there is never enough money to move to another place.

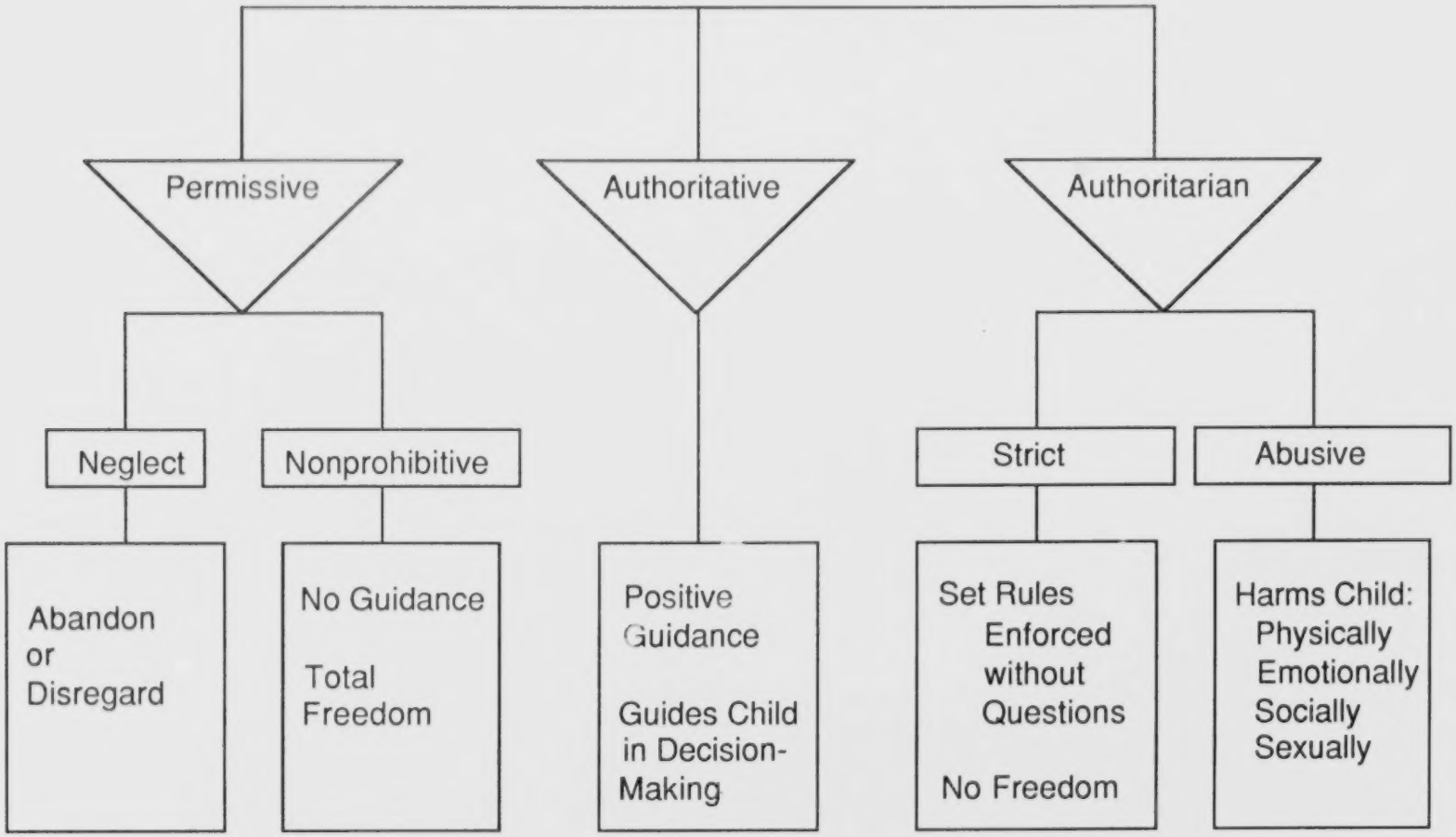
Jason rushes home each day after school to look after his younger brothers and sister while his mother goes to work. Today, the toddler is playing with the only toys in the house—a nerf ball and a plastic doll. The baby is lying on a blanket in the corner, staring at the wall. Jason's sister, who is four, is getting instructions from her mother about how and when to feed the baby. Then his mother goes to catch the bus for work, leaving Jason in charge.

Jason tries to do his homework, but the toddler keeps grabbing his papers. He was also assigned to ask his mother some questions about their ancestory, so he hopes he can stay awake unitl she gets home. The baby begins to cry, and Jason's sister gets frustrated because she cannot feed him like her mother told her to do. She begins hitting the baby to make him be quiet. Jason runs over and pushes her away.

Turning on the TV, Jason puts the other children in front of it and orders them to be quiet while they watch a crime movie. He then changes the baby's diaper, finishes feeding him, and puts him to sleep in the bedroom. Going back into the living room, he gets his sister to help him fix the supper their mother put out for them before she left—jelly sandwiches. After eating, the other children fall asleep while watching the movie.

Jason tries to finish his homework, but he is not able to concentrate well. He manages to stay awake until his mother comes home, but she is too tired to talk about their relatives and ancestors. She does not remember her mother telling her much about them, anyway. Jason crawls into bed with his brother, worrying about how his teacher and classmates will react when they find out he did not complete his assignments.

Discipline


Permissive
Authoritative
Authoritarian
Neglect
Nonprohibitive
Strict
Abusive
Abandon or Disregard
No Guidance
Total Freedom
Positive Guidance
Guides Child in Decision-Making
Set Rules Enforced without Questions
No Freedom
Harms Child:
Physically
Emotionally
Socially
Sexually

Parenting: Show Love and Affection by. . .

- explaining
- touching
- hugging
- listening
- being honest
- being open
- being together
- trusting
- settings limits
- respecting
- fostering independence
- not judging
- encouraging
- returning feelings
- supporting
- empathizing
- teaching
- working together

Family Influences on Development

- **PHYSICAL DEVELOPMENT**
  - Nutrition
  - Health and Safety
  - Sensory Experiences
  - Heredity
  - Other: _____
    _____

- **EMOTIONAL DEVELOPMENT**
  - Fears
  - Self-esteem
  - Fantasies
  - Pressure to achieve
  - Gender identity
  - Other: _____
    _____

- **SOCIAL DEVELOPMENT**
  - Prosocial behavior
  - Aggression
  - Social Competence
  - Beliefs, attitudes, and values
  - Other: _____
    _____

- **COGNITIVE DEVELOPMENT**
  - Heredity
  - Educational achievement
  - Play
  - Other: _____
    _____

The Grief Process

- **Denial** (Shock and Disbelief
- **Bargaining** (Fear and Guilt)
- **Anger** (Resentment)
- **Depression** (Discouragement)
- **Acceptance** (Accommodation to the loss)

Abusive Parents

Parents who abuse their children often:

- were abused as children.
- were emotionally deprived as children.

- expect the children to make them feel loved.
- have unrealistic ideas about what the children are able to do for their developmental levels.
- are inconsistent in their demands or reactions.
- single out one child in the family for abuse.
- expect their children to make them happy.

- are under a great deal of stress.
- have poor self-concepts.
- have a poor support network of family or friends.
- feel persecuted by their children or others.
- have difficulty with other relationships.
- have problems with alcohol or other substances.
- feel financial strains

- are from upper as well as lower socioeconomic groups.
- are educated as well as uneducated.
- are from all racial and ethnic groups.
- are from all geographic regions of the U.S.

- do not mean to hurt their children.
- deny to themselves and others that they are hurting their children.
- can stop the abuse if they seek help for the problem.
- are loved by their children.
- mean it when they promise to stop, but they always seem to lose their tempers again.

Pressures of American Society

Legal Services and Regulatory Guidelines

I. LEGAL SERVICES:

Ex: A. Justice of the Peace--provides restraining orders and peace bonds

B.
C.
D.
E.
F.
G.
H
I.
J.

II. REGULATORY GUIDELINES

Ex: A. Texas Family Code--provides legal guidelines for family problems

B.
C.
D.
E.
F.
G.
H.
I.
J.

Ways to Communicate With Parents

- Exchange information at arrival and departure.
- Conduct regular parent-caregiver conferences.
- Conduct regular parent meetings.
- Visit the child and family at their home.
- Encourage parents to visit their child or observe at any time with or without notifying the caregiver.
- Call parents and share information by phone.
- Send newsletters home.
- Post important notices on the entry door in large print.
- Have a bulletin board near the main entrance with a coffee area nearby.
- Keep a notebook on each child for parents and caregivers to record events in the child's life.
- Place a notepad and pen near the sign-in sheet for exchanging written messages.
- Post the weekly lesson plans and schedule.
- Send home "happy notes" with highlights of the child's day.
- Give parents copies of developmental check lists, individualized lesson plans, etc., which pertain to their child.
- Have a suggestion box for parents to give feedback to the caregivers.
- Calendar of events.

Programs for Involving Parents

- Parent education programs which help parents learn how to care for and educate their children.
  - Seminars
  - Workshops
  - Guest Speakers
  - Films
  - Demonstrations
  - Study Groups

- Lending libraries
  - Toys
  - Books on child care and guidance

- Social functions
  - Weekly parent/child lunches
  - After hours family gatherings
  - Parent reception area
  - Children's programs on holidays

- Exchange networks for parents to have an opportunity to help each other
  - Barter networks to exchange goods and services
  - Children's used clothing exchange
  - Car pooling
  - After hours child care

- Volunteers
  - Assist caregivers in classroom
  - Assist with field trips
  - Share special talents with children
  - Collect "throw away" items
  - Remodel playground
  - Build furniture for classrooms
  - Assist with screening program

Glossary

acculturation
A majority-minority group process in which the minority group leaves its own culture behind and takes on the norms of the majority group.

agents of socialization
People or organizations in a society who pass on the culture to new members.

androgynous
The ability to use both feminine and masculine strategies in order to reach one's goals. The possession of both feminine and masculine qualities.

annihilation
The majority-minority group process in which the majority group tries to destroy the minority group or its way of life.

assimilation
A majority-minority group process in which the groups blend together, each borrowing from the norms of the other.

authoritarian
A parenting style which stresses obedience.

birth order
A child's position in the family. (Example: first born, youngest, etc.)

blended family
Families which are created when two people who already have children marry each other. The families must blend together into one family.

capitalism
Private or corporate ownership of a society's means of production.

Caucasoid
A racial classification which includes many people of European and Middle Eastern descent.

cognitive
Intellectual. Cognition is the process of knowing.

cohabitation
The act of living together as a couple without intending that society view the union as a marriage.

cultural pluralism
The condition of a society in which there is not a majority or minority group. All cultural groups and their norms are respected, and all groups have equal access to power and financial resources.

culture
A way of life shared by others in the society.

democratic
A parenting style which stresses independence with responsibility.

developmental regression
The regression of a child to an earlier developmental level. This is usually caused by extreme stress. (For example, a child who is toilet trained may begin wetting the bed when the family goes through a divorce.)

discrimination
Treating individuals badly simply because they belong to a certain group. This involves denying them the rights and privileges which others in the society enjoy.

egocentric
The inability to see another person's perspective. All small children are egocentric.

endogamy
The practice of marrying within one's own group according to the norms of the society.

ethnic
Referring to different cultural groups, usually divided by original nationality or regional origin.

ethnocentrism
Judging other groups or cultures from the viewpoint of one's own group or culture.

exogamy
The practice of marrying outside of one's own group according to the norms of the society.

extended families
The nuclear family plus other relatives.

family life cycle
The developmental sequence families go through.

family of origin
The family into which a person is born.

family of procreation
The family created when a couple marries.

function
Purpose.

group marriage
A type of polygamy where several men are married to several women at once.

incest taboo
A norm which tells the members of a society that they must not mate with close family members. (The incest taboo is found in every soceity; however, different societies have different norms about who should be considered "close".)

latch-key children
A common term used for children whose parents are not able to be at home after school and are not able to provide alternative child care. These children often carry keys to their houses so they can let themselves in.

majority group
The cultural group in a society which has access to political and economic power that other groups do not.

minority group
A cultural group of any size within a society which has less access to political or economic power than another group in the society.

mobile
The ability to move easily from one location to another. In our society most families are mobile.

monogamy
Marriage of one man to one woman.

Mongoloid
A racial classification which includes many people of Asian or native American descent.

mutual regulation
The process of people adapting to one another's personalities and habits. Parents and children must do this from birth.

negotiate
Bargain; to come to terms.

Negroid
A racial classification which includes many people of African descent.

norms
Expectations shared by members of a society.

nuclear families
Parent(s) and children.

permissive
A parenting style which stresses freedom.

polyandry
A type of polygamy in which one woman is married to several men.

polygamy
The practice of having more than one spouse.

polygyny
A type of polygamy where one man is married to several women.

prejudice
Judging individuals simply on the basis of group membership.

primary caregivers
The people who care for a child and have the primary responsibility for the child's welfare. (In our society these are usually the parents.)

role-taking
Taking the point of view of another person.

secondary caregivers
The people taking care of a child who have been authorized by the primary caregivers to be temporarily responsible for the child's welfare.

self-fulfilling prophecy
A principle of socialization which states that people will act the way others expect them to act and tell them they will act. (Example: If Johnny hears enough times that he is a thief, he will probably start stealing.)

serial monogamy
A series of monogamous marriages.

social interaction
Social actions and reactions between people.

social institutions
A system of statuses and roles organized around activities important to the society.

socialism
Government ownership of the society's means of production.

socialization
The process of learning how to function as a member of a society. The process of coming to understand the symbols and norms of a society.

socioeconomic status
The classification of a family within the society based on their economic worth and social standing in the community. (In our society social status is often determined by the prestige associated with the occupation of the head of the household.)

society
A group of people who live in a certain geographical area and who share a common culture.

step relations
People who are related by the blending of two families. (For example, stepfathers, stepmothers, stepgrandparents, stepbrothers and stepsisters.)

stereotype
A belief that certain people have certain traits simply because they belong to a certain group. This usually refers to personality or behavior traits.

structure
Form; the organization of parts.

temperament
Inborn personality traits.

transitions
Changes which families go through.

Answer Keys

UNIT I

1. B
2. D
3. C
4. A
5. C
6. A
7. D
8. B
9. A
10. C
11. B
12. D
13. C
14. B
15. D
16. D

UNIT II

1. C
2. B
3. C
4. A
5. B
6. A
7. B
8. D
9. C
10. D
11. A
12. C
13. D
14. A
15. C
16. D

UNIT III

1. A
2. C
3. D
4. A
5. B
6. D
7. B
8. C
9. C
10. B
11. A
12. C
13. D
14. C
15. A
16. B

UNIT IV

1. B
2. D
3. C
4. A
5. C
6. B
7. D
8. B
9. A
10. C

UNIT V

1. C
2. A
3. D
4. B
5. D
6. A
7. C
8. B
9. B
10. A

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